

New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

XVIII, NUMBER 40. 1
e Number 474.

NEW YORK, JANUARY 1, 1881.

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HOW THE M^CGUFFEY READERS ARE ADVERTISED SPECIMEN BRICKS UPON WHICH THEY ARE SUPPORTED!

The McGuffey Publishers, being unable to stem the tide of the universal popularity for Appletons' Readers throughout the country, have resorted to the publication of alleged testimony of dissatisfaction in places where they have been adopted. Like quack medicine indorsements, they are mainly from out-of-the-way towns, where investigation would not be likely to follow. As to the character and reliability of the statements that Appletons' Readers are a "Failure," we would cite the following:

How Appletons' Readers "Failed" in San Francisco.

"McGuffey's Revised Readers adopted on regular terms, notwithstanding Appletons' Readers were offered at even exchange.—GEORGE BEANSTON, Sec'y." (McGuffey advertisement.)

From the Argonaut, May 8, 1880.—"We demand in the interest of 35,000 pupils in this city, and of ever so many thousand more in the State, and of all the taxpayers of city, county, and State, whether you belong to

us who elected you, or whether you belong to a Cincinnati book firm, because they have bought and paid for you? . . . Your conduct on Monday night was a simple outrage upon all the proprieties and decencies of official life. You violated all the ethics of business. You stamped yourselves with the brand of suspicion, and it is burned in upon you."

From the San Francisco Examiner, May 13, 1880.—"To the utter incompetency and notorious unworthiness of the present School Board is now added the blasting odium of willful, purposeful corruption in matters of a money nature in connection with contracts. . . It is jobbery of the most shameless order."

"A Failure at Cincinnati.—Appletons' Readers were presented to each member of the Board but received no vote."—McGuffey's Advertisement.

As a matter of fact no proposition of any kind was ever made to the Cincinnati School Board for adoption of Appletons' Readers. Samples of the readers have been sent to Constantinople, but the school board there have not as yet adopted them. Hence, Appletons' Readers in Constantinople are a "failure." A considerable number of schools, however, in Japan, Liberia, Sandwich Islands and South America, have adopted and are using Appletons' Readers.

"A Failure at Coshocton, O.—If we had it to do over again we would not adopt Appletons' Readers."—HON. G. H. BARGER, Member Board of Education. McGuffey Advertisement.

Having used Appletons' Readers for two years in the Schools under our charge, we can cheerfully say, that they have given uniform satisfaction, and that our expectations as to good results, have been more than realized. We heartily endorse them, and think the Boards of Education of this country who contemplate a change, will do well to provide their schools with Appletons' Readers.

Signed, E. J. POCKOCK,
G. H. BARGER,
WM. CRANAHAN,
T. J. MADDEN,
HENRY DAVIS,
Board of Education.

The Appletons' Readers are working to perfection.—E. E. HENRY, Supt of Schools, Coshocton, O.

"A Failure in Ravenna, O.—At a meeting of the Board of Education held May 15th, 1880, it was resolved by unanimous vote to discard Appletons' Readers after a test in our schools of almost two years."—D. N. FURRY, Sec. School Board. McGuffey Advertisement.

Having used Appletons' Series of Readers for a year and a half we take pleasure in saying we are highly pleased with them and believe we succeed in making far bet-

ter and more natural readers, than with any other book we have hitherto used.

Signed, D. D. PICKETT, Sup't.
HATTIE F. BECKWITH, B Grammar,
DELLA L. KENNARD, C Grammar,
EFFIE A. VAN METER, D Primary,
JENNIE L. ALCORN, A Grammar,
NELLIE MURRISON, A Grammar,
LINA M. SUMMERVILLE, D Grammar,
HATTIE E. KING, B Primary,
Teachers.

Ravenna, O., February, 1880.

RAVENNA, OHIO, Aug. 18, 1880.

I let it that we are constantly represented in various part of the State, as having gone back on our record as expressed in the foregoing paper, hence I deem it but justice to ourselves and the publishers of that Series, to say, that not a teacher who signed it, to-day entertains an opinion different from the one expressed in that paper. Our schools made much better progress with Appletons' Readers than with any others ever used here and the change of this Series for the McGuffey Eclectic was made without my knowledge, recommendation or approval. D. D. PICKETT, Sup't. Public Schools.

"A Failure at Lancaster, Ind.—'Appletons' Readers were used in many schools, but at the close of the term not an Appleton Reader was to be seen.'—D. S. TOLLIVER, Teacher."—McGuffey Advertisement.

LANCASTER, INDIANA, May 3, 1880.

There is no such person in this town by the name of D. S. Tolliver. Postmaster.

"A Failure at Manchester, Ind.—We used Appletons' First Reader last year but have discontinued it this year."—HENRY GUNDER, Supt.—McGuffey Advertisement.

MANCHESTER, INDIANA, May 4, 1880.

Sir: Your note of inquiry just received. In answer, there is no man by the name of Henry Gunder in our village, nor ever has been. I have lived here since the first cabin was raised. Yours, etc. S. McMULLEN, Postmaster.

"Appletons' Readers have been tried, found wanting and discarded as a failure from the Public Schools of the following towns of Missouri: St. Charles, Kirksville, Hannibal, Marshall, Lamar, etc."—McGuffey Advertisement.

Appletons' Readers were never used in the Public Schools of St. Charles.—L. S. HOLDEN.

Appletons' "Fifth Reader" is used in Kirksville High School.—Signed, G. A. SMITH, Sup't. Schools, Kirksville. November 20, 1880.

Excepting in one room, Appletons' Readers were never used at Hannibal, and that, the Fifth Book of the Series, while McGuffey's Revised Readers are not to-day nor have they ever been used in the Public Schools of Hannibal.

McGuffey's Revised Readers are used in the Public Schools of Lamar. I think we might get a much better Series.

In response to the question: "What Series of Readers are used in the Public Schools of Marshall?" the question was answered:

"We use Appletons' Series of Readers in our Schools."—Signed, I. P. STROTHER, Director.

Marshall, November 24, 1880.

"Appletons' Readers a failure in Dorchester Co., Md."—McGuffey Advertisement.

OFFICE OF THE SCHOOL COMMISSIONERS, CAMBRIDGE, MD., October 5, 1880.

Dear Sir:—The School Board of Dorchester County unanimously adopted the following resolutions to-day:

Resolved, That the objections to the use of Appletons' Readers having been answered, Harvey's Readers will no longer be used, and Appletons' will be issued in their stead.

In accordance with the above resolution we shall need at once, and you will please send,

1,500 First Readers, 1,300 Second Readers,
800 Third Readers, 600 Fourth Readers,
400 Fifth Readers.

JAMES L. BRYAN, Secretary.
W. HORACE SOPER, Agent D. Appleton & Co.

"Appletons' Readers a failure in Warsaw."—McGuffey Advertisement.

WARSAW, MO., Dec. 4th, 1880.

This is to certify that the Agent for McGuffey's Revised Readers came to this town lately, ostensibly to lecture upon the subject of Education: that he, unauthorized by the Board, changed Appletons' New Readers, the adopted books for Benton County, giving McGuffey's Revised Readers at even exchange.

After the Board became cognizant of this unlawful transaction, an order was immediately made for the restoration of APPLETONS' READERS, which are

NOW EXCLUSIVELY USED IN
WARSAW.

Signed, S. K. CRAWFORD, Pres.
JOS. SPENCER, Sec.
CHARLES SCHMIDT.

Board of Education, Warsaw, Mo.
For full history of this case send for circular No. 61.

There are hundreds of prominent towns where Appletons' Readers have been adopted, and prominent educators in our midst who have used these Readers ever since they were published, and who have given the heartiest testimonials of the extraordinary success of Appletons' Readers.

Prof. Parker, Superintendent of Quincy Schools, says: "Every Primary School should have them, for they cannot afford to be without them."

FOR SALE, CHEAP FOR CASH, 150,000 SECOND-HAND M^CGUFFEY READERS.

SUPPLY ALWAYS ON HAND.

D. APPLETON & CO.,

NEW YORK, BOSTON,
CHICAGO AND SAN FRANCISCO.

McGuffey's Revised Readers

AND SPELLER.

McGUFFEY'S REVISED READERS are the most attractive series published. They cover a wider range of the best English Literature than any other series. They contain selections from more than 200 standard authors. They are better and more profusely illustrated than any other series. They are embellished with 250 new engravings by 60 of the best American artists. They are adapted to modern methods, and most carefully graded. The Typography, Printing and Binding are in the highest style of the book-making art.

	Exchange.	Introduction.
McGUFFEY'S REVISED FIRST READER,	.10	.16
McGUFFEY'S REVISED SECOND READER,	.15	.30
McGUFFEY'S REVISED THIRD READER,	.20	.42
McGUFFEY'S REVISED FOURTH READER,	.25	.50
McGUFFEY'S REVISED FIFTH READER,	.50	.72
McGUFFEY'S REVISED SIXTH READER,	.40	.85
McGUFFEY'S REVISED ECLECTIC SPELLER.	.10	.18

From Prof. David Swing, Chicago.

"* * I can not but wish the teachers had made us bound the State less, and solve fewer puzzles in 'position' and the 'cube-root,' and have made us commit to memory all the whole series of the McGuffey Eclectic Readers."

"The memory that does come up from those far away pages is full of the best wisdom of time or of the timeless land. There we all first learned the awful weakness of the duel that took away a Hamilton; there we saw the grandeur of the 'Blind Preacher' of William Wirt; there we saw the emptiness of the ambition of Alexander, and there we heard even the infidel say, 'Socrates died like a philosopher, but Jesus Christ like a God.'"

Prof. Swing wrote to the publishers concerning the above tribute to McGuffey's Readers:

"I am willing that any words of mine upon education shall be used anywhere, for the education of the children is the chief end of man. The Revised Series of McGuffey's Readers is one of the moral wonders and beauties of the age."

From the Literary World, Boston.

"We must say of McGuffey's Revised Readers that the selections, both in prose and verse, are uncommonly good; the gradation is judicious; and our most eminent authors are represented."

"Their great charm, however, is in their pictures, which it is no exaggeration to say are in the best style, both as respects drawing and engraving, now compassed by American art. There are any number of cuts scattered lavishly through these books, which are equal in beauty and design and delicacy of execution to the best work that has been seen in the magazines. We can say no more."

From the American Stationer, New York.

"An event which is noteworthy for the influence it will exert upon the future is the new edition of McGuffey's Readers, by Van Antwerp, Bragg & Co. The point to which I refer is the marvelous excellence of the engravings. Money could buy nothing better in that line, and the engraver can produce nothing more perfect."

From Prof. Edward S. Joyner.

University of Tennessee.

Van Antwerp, Bragg & Co.

"I have received the beautiful series of McGuffey's Revised Readers, which you have been kind enough to send me, and I congratulate you upon the completion of a work which has added so greatly to the value and beauty of these standard and justly valued books."

"I was a pupil of Dr. McGuffey, and have always regarded him as among the wisest and best American educators. I know that he regarded these Readers as the most important work of his life—highly useful as it was in other respects."

"This revision is a worthy tribute to his memory, for which I take the liberty of thanking you; and I hope the series may long hold its honored place in the favor of the American public." EDWARD S. JOYNES.

City of St. Louis.

FROM THE REPORT OF COMMITTEE ON COURSE OF STUDY.

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised edition of McGuffey's Series of Readers is much superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,
WM. BOUTON,
JOHN J. McCANN,
EDW. HUMMELL,
JOHN GILWEE,

Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of Saint Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study, was accepted, and McGuffey's Revised Readers adopted for the Saint Louis Public Schools by a vote of 18 to 6.

City of Cincinnati.

FROM REPORT OF TEXT-BOOK COMMITTEE.

"We believe that the Revised Series of McGuffey's Readers are the best adapted to the requirements of the schools."

"The demand for fresh reading matter is fully and well supplied, while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study."

"All other series presented have the fatal defect of consisting of only five books, and not sufficient reading matter. Our course of study requires six books and the full amount of reading matter contained in McGuffey's series."

"We, therefore, recommend the substitution of McGuffey's Revised Readers for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same be accepted. * * *

W. H. MORGAN, Chairman, E. C. WILLIAMS,
SAMUEL BAILEY, JR., W. W. MORROW,
Of the Committee on Course of Study and Text-Books.
June, 28, 1880.

THE REPORT OF THE COMMITTEE WAS ACCEPTED, AND McGUFFEY'S REVISED READERS ADOPTED BY A VOTE OF 28 TO 1.

City of San Francisco.

DEPARTMENT OF PUBLIC SCHOOLS,
SAN FRANCISCO, CAL., May 12th, 1880.

At a meeting of the Board of Education held on the 8d inst., a proposition was received from MESSRS. VAN ANTWERP, BRAGG & CO., offering McGUFFEY'S REVISED READERS for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

RESOLVED, That the contract for Readers be awarded to Van Antwerp, Bragg & Co., of Cincinnati, on the terms of their proposition, and that McGuffey's Revised Readers be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st, 1880.

(Signed,) GEORGE BEANSTON, Secretary.

The above resolution was adopted, and McGUFFEY'S REVISED READERS are now in exclusive use in the public schools of San Francisco.

1,000,000 {Over one million already introduced.} 1,000,000

McGUFFEY'S REVISED READERS WERE FIRST ISSUED ONLY A LITTLE MORE THAN ONE YEAR AGO.

WITHIN THIS SHORT PERIOD THEY HAVE BEEN ADOPTED AND INTRODUCED BY THE BOARDS OF EDUCATION OF THE FOLLOWING IMPORTANT CITIES AND TOWNS—A SUBSTANTIAL AND SIGNIFICANT RECOGNITION OF THEIR SUPERIOR INTRINSIC VALUE.

New York City,	Brooklyn,	Saint Louis,	San Francisco,	Chattanooga,	Terre Haute,	Topeka,	Piqua, O.,
Hoboken,	Paterson, N. J.,	St. Joseph, Mo.,	Sacramento,	E. Saginaw, Mich.,	Dubuque,	Joliet,	Wooster, O.,
Fort Wayne,	Burlington, Iowa,	Hutchinson, Kan.,	Charleston, Ill.,	Cedar Rapids, Ia.,	Kirkville, Mo.,	Columbus, O.,	Dublin, Ind.,
Sandusky,	Paris, Ky.,	Shelbyville, Ten.,	Lexington, Ky.,	Portsmouth, O.,	St. James, N. Y.,	Buffalo, Mo.,	Franklin, Ind.,
Oskaloosa,	Iowa City,	South Bend, Ind.,	Dayton, O.,	Valparaiso, Ind.,	Sullivan, Ind.,	St. Charles, Mo.,	Mound City, Mo.,
Chillicothe, O.,	Bucyrus, O.,	Carbondale, Ill.,	Richmond, Ind.,	Seymour, Ind.,	Clinton, Ill.,	Danville, Ky.,	Princeton, Mo.,
Greenville, Mich.,	Massillon, O.,	Litchfield, Ill.,	Concordia, Kan.,	Americus, Ga.,	Taunton, Mass.,	Owingsville, Ky.,	Carlisle, Ky.,
Mexico, Mo.,	Savannah, Mo.,	Labette, Kan.,	Cynthiana, Ky.,	Byhalia, Miss.,	Columbus, Kan.,	Manchester, Tenn.,	Elizabethton, Ky.,
Newport, Ky.,	Carrollton, Ga.,	Gambier, O.,	Corning, Ia.,	Elk Falls, Kan.,	Essex, Ia.,	Lacon, Ill.,	Cynthiana, Ky.,
Greensburg, Ind.,	Wichita, Kansas,	Canton, O.,	Waterville, Kan.,	Essex, Ia.,	Columbiana, O.,	Carmi, Ill.,	Salem, Ill.,
Antrim, N. H.,	Zanesville, O.,	Remington, Ind.,	Wadsworth, O.,	Oberlin, Kan.,	Gallion, O.,	Clay City, Ill.,	Columbia, Ill.,
Wilmington, Ill.,	Garroll City, Ia.,	Effingham, Kas.,	Eaton, O.,	Findlay, O.,	Conneaut, O.,	Paola, Kan.,	Astoria, Ill.,
Los Angeles, Cal.,	Georgetown, Ky.,	Steubenville, O.,	Connersville, Ind.,	Troy, O.,	Whitesville, Mo.,	Wauseon, O.,	Eldorado, Kan.,
Urbana, Ill.,	Savannah, Mo.,	Middleton, Mass.,	Cuthbert, Ga.,	Atlantic, Iowa,	Ashtabula, O.,	Waah'n C.H., O.,	Norwalk, O.,
California, Pa.,	Fredericktown, Mo.,	Anderson, Ind.,	Clarksville, Ten.,	Circleville, O.,	Xenia, O.,	Ravenna, O.,	Covington, O.,
Newark, O.,	Columbus, Ind.,	Hamilton, O.,	Ashland, Miss.,	Carlinville, Ill.,	Warsaw, Ind.,	Sidney, Ia.,	Elyria, O.,
Flora, Ill.,	Ark. City, Kan.,	Mansfield, O.,	Pierce City, Mo.,	Olamon, Me.,	Mooreville, Ind.,	Hartford City, Ind.,	Bloomington, Ind.,
Scandin, Kan.,	Flushing, N. Y.,	Gallatin, Mo.,	Girard, Kan.,	Franklin, Ind.,	Dalton, Mo.,	Lawson, Mo.,	Winthrop, Ia.

AND 500 OTHER CITIES AND TOWNS.

VAN ANTWERP, BRAGG & CO., Cincinnati and New York.



New York School Journal.

THE
NEW YORK SCHOOL JOURNAL,
Published EVERY SATURDAY at
21 Park Place, N. Y.
—BY—
E. L. KELLOGG & CO

From 1 to 4 copies..... \$2.00 each
5 to 9 copies to one address..... 1.50 "
10 to 19 copies to one address..... 1.30 "
20 copies to one or more addresses..... 1.00 "

The blank label on each paper shows up to what date a subscriber has paid. If the publisher does not by that date receive a request from the subscriber that the paper be discontinued, he will continue to send it. The paper will, however, be stopped at any time thereafter if the subscriber so desires and remits the amount due for the time he has received it. The papers for a club will be stopped at once on the expiration of the club subscription unless a renewal for the same is received.

Subscriptions for any portion of a year will be received. If the papers for a club are to be sent to one address, the publisher desires to have for reference the names of all the subscribers. He therefore requires that each club subscription be accompanied with a list of the names and addresses of the persons who are to use the paper.

Additions may be made at any time to a club, at the same rate at which the club, as first formed, would be authorized to subscribe anew. Such additional subscriptions to expire at the same time with the club as originally ordered. The new subscribers to pay *pro rata* for the time of their subscriptions.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

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New York, January 1, 1881.

We want several copies of the SCHOOL JOURNAL of Oct. 2, 1880, and will thank our friends to send them to us.

A TEACHER having a few hundred dollars to employ as capital may hear of a good location in Tennessee by addressing us.

We are compelled to issue the JOURNAL several days later than usual on account of a serious accident to our printing machinery and a press of Holiday work.

THE PEABODY FUND.—No one has as yet been appointed to fill the vacancy made by the death of Dr. Barnes Sears. The Rev. J. W. Jones, D.D., of Richmond, Va., is mentioned, and is strongly recommended, especially by Southern people. Now, it seems to us that such a position should be occupied by an educator; in fact, we may say that no other man should be tolerated in such a post. That a man is a D.D., is no recommendation. If he is a Doctor of Divinity and an Educator, then he may have claims. We shall carefully watch the appointments made. There are good and true educators North and South who would fill the post admirably; and from these the selection must be made.

Ten Years.

In January 1871, the first number of the PUBLIC SCHOOL JOURNAL was sent forth. The prospectus says: "It is proposed to make this paper a wide-awake journal, containing educational news of importance. No attempt will be made to render the JOURNAL the vehicle of dreary essays upon educational theories and dogmas, but its col-

umns will be open to the discussion of the practical topics of the day. The first number contained an able article from the scholarly pen of Thomas Hunter, President of the Normal College, who for all these ten years has been constant in his friendship to the effort to establish the paper on a firm basis. Other writers of skill and eminence were obtained, among them some of the foremost educational men and women of the country. Succeeding numbers showed an earnestness in the paper that augured well. The New York Tribune, Sun, Atlas, Times, Alliance, and many other influential papers cordially welcomed the new enterprise. The operations of the city public schools received close attention; articles by able writers appeared; the names of meritorious pupils rendered it popular; biographies of eminent school officers with portraits adorned its columns; criticisms on subjects of study and methods of teaching were published—and the great features that have made it a useful and necessary journal were one by one added.

The Board of Education recognizing its useful character contracted to supply the teachers and school officers each with a copy, and this arrangement lasted several years.

In September of that year the name was changed to the NEW YORK SCHOOL JOURNAL. In June 1874, the present Editor took charge of its columns; the form of the paper was changed somewhat, and its educational features developed.

The JOURNAL has made steady progress. It is now felt by discerning teachers that education will attain no eminence without a long continued and thorough discussion. There are enough who can make eloquent speeches on public occasions about the great dignity and importance of the work of teaching, but these men are at the same time the fathers of that system that employs unskilled men and women to do what requires the highest skill and talent, and that pays the teacher of small children the smallest wages! Against this and ten thousand other absurdities this paper has waged unceasing war, and it intends to continue to do so. It has and will continue to make the TEACHER the central figure in the panorama—elevate him and you elevate the schools. Hence it has been and will continue to be the firm friend of Normal Schools. Especially does it urge the discussion of education by educators. Inasmuch as our school systems are administered by politicians of all sizes, our schools will constantly degenerate, and hence it urges a constant reform. The time will come when the educators will have a voice in the administration of the educational system; towards this end we shall labor. In this field of labor we have undertaken, we have met with many obstacles—and (why conceal it?) the principal one has been the indifference of the teachers. But ten years have seen many changes for the better. Half-alive teachers have been invigorated. The ideas and methods of the best teachers have been spread abroad, and a real movement has been begun. We take courage to go forward. To publish an educational paper is now and will be for many years a missionary enterprise, very useful, but not remunerative. Still it is worth something to help on needed reform; it is everything to build up a work that lies so near the heart that one cannot dream of ought else—*genuine education*.

It is fitting here to render a tribute to the thousands who have aided this first weekly American journal of education. The list would be too long to be given here, and some alas! are numbered on earth no more. They did wisely to aid the struggling enterprise, for discussion is at the bottom of all progress. Around the paper we trust these, its early friends, will long continue to cluster.

We enter on the second decade with great hopefulness. Our opinions are too well known to be disguised. We are down on routine in the schools, down on political interference in the schools, down on paying small salaries to those who teach small children, for it gets small teachers only, down on cast iron courses of study, down on dead teachers and superintendents, down on the plan that allows almost everybody to teach.

We believe there are signs that show that in the next decade education will be constructed with reference to the actual state of affairs, and that some of the immense progress this country has made in other directions will reach her schools.

Does It Pay to Attend a Normal School.

This question comes from several who have taught a term or two, and are now to decide whether to continue in teaching or to go into some other business. It is a fair question; it is a question that will be put to some one for the writers are in doubt and they must have light. What shall be said to such inquiries? Shall the plain truth be spoken? or shall we, for fear of discouraging, bid them go on because they will be sure to do good if they teach. We shall tell the plain truth.

1. It depends on what you mean to do with yourself. If your first desire is to make a superior teacher, then we advise it; but we understand the question to be asked in a pecuniary sense. Will it pay in money? If a young man or woman determines to go to a normal school, and then determines to push himself along, no matter how many politicians stand in the way, and to climb up where he will get pay, he has the spirit that he needs. To make it pay, he will need to be resolute to push himself along, as things now stand.

2. It will not do to go to a normal school, and then expect that merit alone (unless it is possessed in an extraordinary degree) will cause him to be advanced where good salaries are paid. These places are very few in number, and hence the chances of getting them are not flattering. This is true for both men and women.

3. If a man or woman desires to teach, prefers to teach, and is willing to take the very moderate salary, he will be sure to get, then we say, Attend a normal school by all means. But we do not consider it will pay in the usual sense of the term. It will pay in the satisfaction you will have of doing good, and you will hardly starve, though you may come close to it.

4. Many enter a normal school and intend to teach, but they find it does not pay, and so they seek other occupations. This occasions an untold loss to our schools, but such persons can hardly be blamed. They expected it would pay; and finding out the real state of the case, they abandon the profession.

This question arises here, Must this state of things continue? It need not, if those who taught would attend to the matter. But every one strives to get all he can, and gives back nothing. Instead of leaving the profession better than when he found it, he only wants it to hold together as long as he stays in it. All of the reforms have been made by outsiders; no one cares to meet with his fellow-teachers for discussion. There has been ample time to have placed the profession on a solid basis, but it has been postponed for selfish reasons; and now a very inferior class of persons are doing the work that should only be done by the best.

MOUNT BAKER.—On several occasions during recent years reports have come from Washington Territory that smoke columns and similar indications of volcanic activity had been seen on Mount Baker. A dispatch from Seattle, W. T., dated Dec. 12, says that the mountain was then in eruption, and that a sharp shock of earthquake was felt the evening before.

THOMAS CARLYLE, the "Censor of the Age," is now so feeble that he can but a short time longer survive. The dying Carlyle, now eighty-five years of age, has labored earnestly since 1823 in the interest of mankind. He commenced his literary career in 1823, having first received a thorough education at the University of Edinburgh. In 1824 he wrote several articles for Brewster's Edinburgh Encyclopedia. During his whole life he has been a constant contributor to literary journals as well as having been quite a lecturer, translator and author. Among his many workers are to be mentioned, Life of Schiller, The French Revolution, Chartism; Lecture on Heroes, Hero Worship and the Heroic of History; and Past and Present, of which perhaps the best is his French Revolution. Born from parents who were agriculturists, he has gradually and persistently worked his way up from obscurity and is now honored of his race. And yet he dies pending for longer life that he may longer labor. A recent visitor to his home reports part of a conversation: "Ah, I cannot work much longer and that of all grieves me before going."

THE SCHOOL-ROOM.

Geography Lessons.

THE PRIMARY CLASS.

Geography is too apt to be a study of the book, instead of the realities of which it treats. Dots upon the map are called cities; crooked lines, rivers, and a very indefinite meaning is attached; but little is known of the reality, except by the favored few who have traveled and climbed mountains and reveled in the delightful haunts of forests, rocks, and rills.

Conversational lessons upon these subjects are most profitable. Let the teacher begin with something the children have a knowledge of, and will delight to have explained, and then lead on in a pleasant, practical way to what is unknown.

Imaginary journeys by rail or steam are very entertaining and instructive. Allow the children to take "play cargoes" if you choose so to term them. Let them judge from the climate to be shipped from certain ports, and needed in certain other places. Let them determine if possible the mode of travel in different countries; the varieties of people they would be likely to meet, and the language they would hear spoken. If taking a journey in Africa, let them suggest the needful clothing and food with which to prepare themselves.

Give out a subject in advance, and let it be thought and studied up. Do not do too much for the children; but let them do for themselves; and when they make an assertion, have them give their reasons for their opinion; that is a most excellent way to have the children careful and accurate in their statements. It will teach them to think before expressing themselves, and to adhere to their opinions until convinced of their absurdity or error.

The use of small flags of different nations, which can be procured for a trifle, will add new interest to the study of geography. The children readily learn them, and connect some important facts with the countries and people represented. The reasons for the adoption of the specific flags, will bring in something of history as well. The pictures in the geographies may be made the subjects of most interesting conversations; the occupations of man, and the wonders of the world may thus be treated.

It is wonderful to see how one thing will lead to another, and how much will grow out of a very small beginning; giving the children a wide range and comprehensive view of the subject.

In no department of labor can originality and invention be called into such requisition as in teaching. Let all teachers exalt their profession in thought, word, and deed; and there will be in their lives less of drudgery; and the blessings of the future generations will crown them with a halo of light.—ANNA JOHNSON.

Commencing School.

CO. SUP. J. T. McCLARY, Wisconsin.

As so many schools will commence within the next two weeks, now is an appropriate time to offer a few suggestions on the subject indicated by the title. "What is well begun is half done."

I take it for granted that no teacher in the country wishes to fail, that all would prefer to succeed, and that most are willing to work for success. Now, success depends largely upon ability to foresee difficulties and skill to prepare for them. This foresight and preparation must extend into details. The hinges of success, like the hinges of a door, are small. "Trifles make perfection," and attention to seeming trifles is often the key to a man's success.

To suggest a few preparations proper to be made, is the object of this article.

1. Before leaving home, provide yourself, if your school is in the country, with a few cheap slates, some pencils and pens, a quire or two of papers and a few crayons. You may find the school-house and your pupils well provided with materials, and you may not. Any lack of material may be a serious hindrance, and one not easily remedied. In the country it is not always easy or convenient to send to town for needed materials at once. Hindrance of your work the first week may start you on the way to failure. The investment of a dollar may give you a good start on the road to success. Pupils need not learn to depend upon you for materials, as some may fear.

2. If you can, go to your field of labor some days before the term is to commence. This will show interest in your work, and will aid in making an impression favorable

to you. When you get there, do not mope, do not loaf. Do not say too much about what you expect to do. Let your movements show that you have come to do something, and that you have a pretty good idea what it is. Do not pretend, however. Your object in being there is to prepare to open your school. Visit the school premises. Become familiar with them. If there be anything that you can do to make them more to your liking, do it. It may rain on the first morning, so get the wood and kindling into the building. Look up the register. Study it, and the report of your predecessor. Outline a plan of work for the first day. Preparation produces confidence; confidence and evident skill command respect. Pupils admire a teacher who "knows his business." In whatever you do, be modest. Avoid giving the impression that you think that the district needs revolutionizing, and that you are the one to do it.—*Educational Weekly.*

Mannerism in the School-Room.

By JAS. A. SMITH, Kansas.

Do you know, fellow teacher, that your manner among your pupils has much to do with your success? Do you know that every word, every move, every every facial expression becomes a factor either for or against you? Of course this subject has presented itself many times before. The teacher affects the atmosphere of his school. On some days it will seem almost impossible to hold attention. On others all will be interested. One day the pupils will be restless and uneasy. The next, probably, brings about a change, and there is a perfect tranquility. The teacher makes the atmosphere of the school-room. He may make it pleasant and agreeable, or cheerless and depressive. If the state of the weather out-door influences the pupil's mental condition, how much more will that indoor affect it. If a clouded sky and gloomy landscape makes one melancholy, think of the poor pupil who must submit to six hours of dismal fog and lowering dolefulness!

Too Much Talk.—It is possible to talk a school to death. Boys and girls, if they have learned their lessons, like to recite them, and it is manifestly impolitic for the teacher to tell to his pupils what his pupils are eager to tell to him. It discourages them, and in time deprives them of their individuality.

Scolding.—This is resorted to oftener with fewer good results than any other method of discipline known. There is a wide difference between simply pointing out a fault, and scolding about it. The former is done quietly, and indicates a sense of wrong and injustice; the latter is manifested by sharp tones, severe aspect, and a general spirit of reprimand. Scolding calls forth combativeness; it modifies without reforming; it is disagreeable; it blunts the sensibilities of many, and discourages all. When a teacher finds that disorder is increasing, let him take a quick survey of the field, and go to work in silence, silence. Let him say less and mean more.

Politeness.—Children are quick imitators. If good examples are placed before them, good copies may be expected. No word should be uttered that is not perfectly in keeping with the character of a gentleman. This should be the rule in the school school room and out of it. Boys and girls must be treated respectfully or they will resent it. Their sensibilities may be wounded by a careless word that the teachers has not properly weighed. Who has not seen the blush of mortification mantle the cheek, or the fire of indignation flash in the eye of an insulted child? Their rights should be respected. Not only that, but they should receive courteous treatment under all circumstances. Let them hear a cherry "Good morning!" when they enter the room. It costs but little effort, and will give the teacher an advantage not easily calculated. A distant nod or a gruff word is not sufficient. A pleasant smile will gladden a little fellow's heart all day long.

School Entertainments.

By PRINCIPAL A. W. DYKE.

School entertainments may be for amusement, for instruction, or for both combined. The value of entertainments as a means of utilizing home talent, of furnishing instruction, and of supplementing the work of the school-room has not been sufficiently appreciated.

Believing that others will profit by our experiment in this Academy, I will give an outline of our plan. During the fall term we had four entertainments, the first three of which were free. At the last a small charge was made

to pay for singing books, and to meet other expenses. At the first meeting the principal addressed the patrons of the school upon the relations that should exist between parent and teacher, thus improving an unusual opportunity to refer to many important points. After an intermission, and social (which is a regular feature), variety and interest were secured by having a proper amount of speaking and singing by the pupils, the preparation for which did not interfere with school work.

At the second entertainment the post-master of Lisle village gave an interesting talk upon the administration of the U. S. Government, and a lawyer gave a summary of news—a new and attractive feature.

At the next entertainment the principal spoke of the various classes of schools in this State. The talk on government was continued (on New York State), and three girls discussed the question, "That the love of money is the root of all evil."

At the last free entertainment, the principal spoke upon the "Solar system," using a home-made orrery; Mr. Peck spoke of "Territorial acquisition and government and the admission of Territories as States; and two sides of ten pupils each took their places on the stage for a pronouncing match. The words were written on the board beforehand and covered. Each pupil arose, spelled the word, and then pronounced it. This exercise was a new, exciting and profitable feature to pupils, teachers and audience alike.

Having started these meetings, we have no difficulty in finding topics and speakers. Several talks, addresses, or free lectures are already promised. [Professors Milne and Capen of Corland, are soon to give us lectures. This series of entertainments takes the place, in a measure, of a lecture course; and what has been done here maybe done in hundreds of towns throughout the State. It is not too much to say that our plan has received the most hearty endorsement of the community, and we commend it to teachers as an experiment well worth trying.

For the NEW YORK SCHOOL JOURNAL.

Visit to a School.

THE READING CLASS.

This school consisted of over forty pupils, and they all read in the Second Reader. The teacher was a young woman, who sat in a chair, and who evidently little understood the business. The pupils all stood, and first one read, then another. A pupil would read two or three short words and then stop and study away on the puzzle in the next word; sometimes she guessed it right, but oftener she made a mistake. The teacher would get tired of waiting and tell her a word, but this availed but little.

While this was going on at the head of the class, the tail was a sorry sight. Some gazed at the visitors, some pinched their neighbors, some spit on the floor, some munched food, waiting for their turn. Finally, the teacher began to give out only sentences, and this gave the tail a chance, and it began to get ready.

The class was dismissed and the teacher began to apologize. "It was a very slow class; they would not give attention."

"Do they improve in reading?"

"No, they don't seem to."

"Is not your method at fault?"

"Why, what more could I do?"

"It does not (if you will allow me to say it) seem to me that you taught the class at all."

"I don't understand you."

"Well, you did not hold their attention; they did not understand what they were about; their way of doing it rendered it very distasteful."

"Yes, I see all that, but how could it be remedied?"

"It will not be so difficult, I think. Can they read yesterday's lessons any better?"

"Well, something better."

"How about last month's work?"

"Oh! they have forgotten that."

"Then they are not acquiring any power or skill?"

"No, sir. I am quite discouraged."

"Shall I take the class?"

"I wish you would."

The class was got into line again; the books were in the left hand; all stood erect.

"When I put my book by my side you are to do the same; when I eat a biscuit you are to do the same (one boy laughed at that); when I read out clear you are to

do so. Who can read the first sentence without a single mistake?" Several hands went up.

"John." "He then went through the garden gate."

"You all heard that. Let us see what it means. (My hand went down and so did theirs.) "Who went through?"

Various answers.

"Books up; look and see." (Hands began to rise.)

"Well, Mary?"

"The runaway boy."

"You all agree, I see. (My hand went down.) Was it a boy or a girl?"

"It was a boy."

"How do you know?"

"It says he."

"Where did he go?"

"Through the gate."

"What kind of gate?"

"A garden gate."

"Who have been in a garden?" (Several hands up.)

"Who has a garden?" (Two hands up)

"Who have seen a gate? Who have been through a garden gate? All read it." (I raised my hand.)

"Who can read the next sentence and make no mistake?"

"Mary." "Then he paused, for he knew his mother was sick at home." (My hand went down.)

"Who can say the first sentence?"

"Thomas." (He repeats it. Then another repeats the last.)

"Who is meant by he?"

"The runaway boy."

"What did he do?"

"He paused."

"What does it mean?" (Here was another evident perplexity.) "Does it mean he cried?"

"Yes, sir."—"No, sir." Finally one said "It means he stopped." All were evidently pleased to have discovered this.

"He paused means, he stopped, and that is right; now, why did he stop?"

"Because his mother was sick."

"But why should that make him stop." (It took some time, but finally a boy said, "Because his mother would want him to fetch some coal.")

"That is a good reason, his sick mother would want him."

Thus a few sentences were read, the class showing great interest and eagerness. They were dismissed after commendation. When they reached their seats several examined their books with an apparent new interest. The teacher was dissatisfied.

"If I take so much time in questioning, they will do no reading. They would never finish the book."

"The result will be that they will read faster in the end, because they will become intelligent. They must know what all the words mean separately and together. Reading is an intelligent process; if you do not make them understand, it does them no good."

"I see that, but they get tired of my questions."

"You must question skillfully."

How to Teach Pupils to Read by the Word Method.

I. Directions.

1. Call the attention of the children to some object.
2. Ask questions about the object.
3. Talk to the children about the object.
4. Ask the children to give the name of the object.
5. Show a picture of the object.
6. Make a drawing on the board of the object.
7. Print and write the word on the board.
8. Let the pupils copy the word on their slates.
9. Group words into phrases.
10. Group words into sentences.
11. After the pupils learn one sentence, use it in making other sentences.
12. Select words that are the names of familiar objects.

II. Cautions.

1. Present only two or three new words for each lesson.
2. Teach the children to recognize words as signs of ideas.
3. At first give no attention to the elements of which words are composed; as the elementary sounds, and letters.
4. Attempt no spelling of any of the words.

III. Results.

1. Knowledge.
2. Naturalness of expression.
3. Fluency.

REMARKS.—In the earliest stages of the course, teaching precedes learning; the child's steps are guided and upheld by the teacher; his way is made clear for him, and his difficulties are anticipated. It is essential that the child shall have a liking to the work in which he is engaged. It is the spirit of the teacher rather than his methods that ensures success in teaching little ones to read.

In the word method, we begin by teaching words, leading the children to recognize them as wholes. This method is now used extensively; it was the method used by the race in developing the language. Nature is the guide of both parents and children. There is a fitness in her means that secures, in the most simple way, the most desirable ends. We have become artificial, mechanical in teaching; we need to retrace our steps and imitate nature's process.

Nature begins with objects—the idea first, its signs second, and the ability to represent the idea of its signs third—the natural order of learning language, and the natural order of using it, are made to correspond. The word soon becomes familiar to the child. It is the object of thought.

The word method begins with words, and not letters. To teach the word "hat" it does not teach first the letters h, a, t, and say "hat," but it takes the word and calls it "hat," without any reference to the fact that the printed word is made up of letters.

The thing before, the sign is the rule in teaching. Words that are not signs of things can be illustrated by examples; for instance, *white*, by showing the color; *runs*, by showing the act; *on*, by showing the position, etc. By this method it will take no more time to teach the word, its elementary sounds, letters and spelling, than the letters alone by the old way of teaching the letters first.

Let the teacher aim to get the children to talk freely. If possible, present a real object to the class; a picture, or a drawing. Ask questions to draw out what the children know of the object. You know have excited an interest; show the class the word; point or write the word under the drawing; tell the children that the word is a picture of the real object; require the children to pronounce it several times; print the words in several places on the board; and require the children to pronounce it in concert.

In like manner teach quietly words, for example "red," show an object that is red, and print on the board the words, "a red cap," and request pupils to read the phrase.

—*De Graff's School-Room Guide.*

Self-Government in Schools.

By JOHN MACMULLEN, New York.

Some years ago, it struck me as very strange that, although self-government is acknowledged by all to be the very basis of our republic, it was never taught in our schools, so that no practical preparation whatsoever was made for future citizenship, and very little even of theoretical instruction given in our gravest duties.

Having determined to try the experiment in my own school, I took advantage of a recitation in geography one morning to say:

"What is the government of this country we are speaking of?"

"A monarchy."

"What is the government of our own country?"

"A republic."

"What is the government of our school?"

"A republic." "No."

"What is it then, sir?"

"A limited monarchy."

"Why? We are not your subjects."

"Yes, you are. Your parents have delegated to me certain powers, and you must obey my orders as long as they see fit to leave you here."

"Well, sir, we don't like to be any one's subjects; we prefer to be republicans."

"Do you think yourselves capable of self-government?"

"Yes, sir."

"Well, I have no objection to trying you; but we must do so by degrees. I shall try you for one hour first."

"What, sir! Won't you mark us at all for anything we do?"

"No; always provided that you do not disturb the business of the school, for that must go on."

"Very well, sir."

We tried it for an hour, then for two hours, then for a day, then for a week. At the end of the week I told them I was very much gratified with their power of self-government, and proposed, as a reward, that we should go on Tuesday afternoon to the Harper's book-printing establishment; but alas! on Monday they received two warnings, and were told that a third disturbance would cause the downfall of their republic. The warnings were not heeded; a third came—crash went the republic, and the old monarchy rose upon its ruins.

The contrast was disagreeable. The free republican of a moment ago who had been "a law unto himself," was now a subject, "cabbined, cribbed, confined," his incomings and his outgoings noted, and all his shortcomings carefully marked.

One bright, open-faced youngster soon came up and said:

"Mr. M—, it isn't fair to expect so much of us on Monday, because it comes right after Saturday and Sunday, and it takes us some time to get into the school-ways again."

"Then you are not to be considered as capable of self-government unless you can resist the influences of Monday as well as of all the other days."

"Yes, sir."

"Very well, we will try it again."

They succeeded in governing themselves for the rest of the week and the Monday following. We went to the Harper's establishment and enjoyed it. Then, however, graver questions arose.

If the boys were to govern themselves entirely they must decide about everything, but the lessons must be learned and recited, order must be kept and the school-work must go on. To satisfy these different ideas it was agreed that the teachers should be just as absolute as before; that the boys should be marked for conduct and lessons as before; prompt obedience should be required, and no discussions allowed during school time; but at recess and after school anybody could appeal from any of the teachers' decisions to a jury of three boys (they were sometimes called judges), one chosen by himself, one by the teacher and a third by these two; and from the decision of these judges there should be no appeal.

This seemed a hazardous experiment and it was so. Their virtue was not strong enough at first to resist temptation. The troublesome boys appealed to have their conduct marks cancelled, and the lazy boys to have their recitation marks increased. Their comrades on the juries obeyed their fellow-feeling rather than their sense of justice.

I protested against many of the decisions as outrageously unjust, and warned them that continued injustice would necessarily produce the downfall of their whole system. I submitted however to all the decisions of the juries, waiting patiently for the tide to turn, and it did so.

I had previously prepared their minds for this by conversations the drift of which they had not perceived. Beside this, their own consciences whispered to them of their injustice to one who submitted while he protested, and the industrious boys began to see that the lazy fellows were getting just as high marks as themselves, without the trouble of working for them.

My patient submission was rewarded. The judges began to decide now in my favor, and against the lazy ones. When the latter grumbled I said to them with unctious, "Protest if you choose, but you must submit as I did."

Our experiment succeeded, and for more than twenty years my school has been thus governed.

There is an appeal from every teacher to the principal, and an appeal from him to three jurymen, or judges, as they are more commonly called.

It has proved an admirable method of training boys' judgments, and in all cases where partiality is charged against a teacher it has proved a specific, for when a boy is also condemned by his comrades all such charges fall to the ground.

Some very droll scenes have occurred at these trials, and there have been some very curious developments of character.

One morning our janitress reported that one of the boys had been crying in the playroom on the previous afternoon because some of the other scholars had forcibly prevented him from going home. She did not know the boy's name, but pointed him out to me. On being asked he said that his mother had told him to be at home by a

certain time, and some of the boys had prevented him. As it was *contra bonos mores* for me to ask or for him to tell who they were, I waited till all were "in line," and after prayers asked those who had done this to hold up their hands. Six of them promptly did so. When asked why, they replied that it was their turn to have their innings at the game they were playing, and that it was not fair for him to go.

I decided that this was not a sufficient reason for their preventing him from obeying his mother's commands, and condemned them all to one week's exclusion from the playground. As this was a fine large room twenty-five feet wide, eighty feet long and thirteen feet high, large enough for a good game of football between two strong sides, or for a quieter game of "old cat," the penalty seemed rather severe, and they appealed.

When the time for trial came the three judges sat on one settee, and the culprits opposite. I was called away for a moment, and on returning, as I was near the judges, whose backs were to me, I heard one of them, a chunky, spunky little fellow, and one of the best boys in the school, say to his neighbor, "I say, Billy, do you think we can 'lick' those fellows if we decide against them?"

"Never mind, Gard," said I, "I'll back you."

He laughed and the trial went on. They did convict him and imposed the same penalty or dose that I had.

I ought perhaps to explain that I have tried to get out of the habit of using such terms as "punishment" or "penalty," and to substitute for them the words "dose" or "medicine."

A boy who is "punished," naturally excites the sympathy of his fellows and is apt to be looked upon by them as a martyr who is suffering from the same tyranny to which they are all subject, but a "sick boy" is rather an object of contempt, and the more rugged and robust the boy, the greater is usually his contempt for all sickness. The effect upon the culprit himself also seems better, and as I usually consult my patients as to what is the best medicine for them, this too may be made a means of self-government.

In these trials on some occasions a small boy has chosen a big boy as his "counsel," and the sifting of evidence and cross-examination of witnesses has been done at times with considerable skill by embryo lawyers.

One of the first lessons that seems to be required is that negative proof is no proof at all.

A boy recently said, when three had testified that they had seen him do something, "Well, sir, I can bring plenty more that didn't see me."

He appeared quite surprised when I informed him that I could bring ten thousand that had not seen him do it.

As some were still dissatisfied after the judges had decided, a second appeal was allowed, which, however, was to be attended to on Friday (our day for odds and ends), and in case of a reversal a third; but this has happened only about once in ten years.

MONTANA.—Two explorers discovered, last summer, a large cave on the Dry Fork of Arrow Creek, in the Belt mountains, in which was half an acre of solid ice of unknown depth. At the time of the discovery, about Aug. 1, the ice was covered with ten inches of water, which prevented a thorough exploration of the cave. The ice gives every indication of being in great body, and it is believed, from its appearance, and the fact that in the hottest season only a few inches of it was melted, that it is perpetual.

THE GREAT BRIDGE.—The first shipment of the heavy steel beams for the superstructure of the East River bridge has been received. Now that the requisite machinery has been made for turning out beams of the required size, the contractors claim to be able to produce them rapidly. The four great cables to be placed under the floor of the bridge from tower to tower, to strengthen the bridge against upward and lateral wind pressures, have also been received. They are regarded as the largest steel wire ropes ever made in this country. These ropes are made in seven strands each. The central strand has forty-nine No. 11 wires, and the six strands surrounding and enveloping this have nineteen wires each, of Nos. 4, 5 and 7 gauge, making 163 wires in all. Every wire put into these and all other ropes used in the bridge is tested in strength, elasticity and tension. The strength must equal 160,000 lbs. per square inch cross section. The stretch must be not less than four per cent, and the wire must stand being wound round an iron rod three times its own diameter without showing flaw or fracture. The great ropes just received are each 1,550 feet in length, three inches in diameter, and their aggregate weight is 102,495 pounds.

EDUCATIONAL NOTES

ELSEWHERE.

PROF. T. C. H. Vance, principal of the Kentucky normal school and editor of the *Eclectic Teacher*, has accepted a professorship in the agricultural and mechanical college of Kentucky.

DR. A. R. Gourier has been appointed to the presidency of the new Southern university at New Orleans. This institution, which is designed for colored students, will be opened in a few days.

By the liberality of the Rev. G. J. Tillotson of Wethersfield, Conn., and others, a substantial building for Tillotson Collegiate and Normal Institute at Austin, Texas, has been put up, where a school of high order is about to be opened for colored people.

THE College for Working-women in London, England, is thoroughly successful. It aims to provide for women who are occupied during the day a higher education than is ordinarily within their reach. Cookery is taught therein, as well as the intellectual branches.

THE Austrian Government has recently made the instruction in agriculture, horticulture and agricultural legislation obligatory in all the male normal schools. In the female normal schools the students are obliged to follow the courses in needlework and domestic economy.

BATTLE-CREEK College, Mich., has an attendance this year of more than 500 students. This institution was established in 1874, and provides full collegiate, normal, biblical and commercial courses, being furnished with a faculty of fourteen members, under the presidency of Sidney A. Brownsberger, M. A. Additional buildings are to be erected and other facilities furnished during the coming year.

THERE are seventeen different school ages in the States and territories, seventeen years being the longest school period and six years the shortest. The earliest age at which pupils are admitted to the public schools in any State is four years. This variation prevents a just comparison between the educational results of the States. The school period in New York is from five to twenty-one; in Massachusetts six to fifteen.

PROF. James O. Watson of Wisconsin bequeathed his property, valued at \$60,000, to the National Academy of Sciences of the United States, excepting the sum of \$3,000 and \$200 annuity, set apart for the support of his wife, and \$150 annuity to his mother. Mrs. Watson is possessed of considerable property in her own name and is wholly independent of her husband's estate. Having no children, it has long been the expressed purpose of the professor and his wife to give their property, after death, to aid the cause of science.

ONEIDA COUNTY.—The fifth meeting of the Fourth Com., District Teachers Association was held at Westerville, Dec. 3 and 4. Com. Griffith, President. Rev. M. E. Dunham Principal of Whitestown Sem. lectured on "Rowing and Dribbling."—"Division," was taken up by John H. Wheeler—"Kindergarten," by Miss Wood, "Object Lesson," by Miss Ames, "Drawing," by Prof. H. O. Farley, "Physiology and Hygiene," was discussed by several teachers. The next meeting will be at Trenton, March 4 and 5, 1881.

THE SENATE EDUCATIONAL BILL.—The following is the substance of Mr. Burdette's Educational bill as it recently passed the United States Senate: The net proceeds of sales of public lands and of parents are forever set apart for the education of the people. The Secretary of the Treasury shall yearly apportion to the several States and Territories and the District of Columbia, upon the basis of population between the ages of five and twenty years, the said net profits for the previous year, which shall be credited on the books of the Treasury as an educational fund, on which four per cent. interest per annum is to be paid to the State as above; provided, that for the first ten years the apportionment shall be made according to the number of the population of ten years old and upward who cannot read and write; and provided, further, that one-third of the income from said fund shall be annually appropriated to the completed endowment and support of colleges established or which may be established under the act of 1862, until the amount annually thus accruing to said colleges in each State shall reach \$30,000, after which the whole income of said fund shall be appropriated to the said States, Territories and District to the education of all children be-

tween the ages of six and sixteen. The Secretary of the Treasury is authorized to add to the fund any sums given to the United States for that purpose. A sum not exceeding fifty per cent. of the amount received by any State, etc., the first year, and not exceeding ten per cent. in any year thereafter, may be applied, at discretion, to the maintenance of the schools for instruction of teachers of common schools. To be entitled to the benefits of this act any State, etc., must maintain for at least three months in each year until January 1, 1885, and thereafter four months in each year, a system of free public schools for all children between six and sixteen years of age. The bill also authorizes colleges established under the act of 1862 to establish schools for the technical education of women.

BROOKLYN.—A writer over the name of "Civis" discusses the license-granting of Supt. Field. The field is a good one and considerable game is started up. He says: "The writer does not assert that the superintendent would deliberately rend the web of truth, but sometimes he seems to stretch this same web until through the meshes one can see an object as large as the East River Bridge. For the superintendent to assert that he has subjected every one of these applicants to an oral examination 'as a preliminary,' is for him to assert what every teacher in the city knows to be false. He holds up this sentence of Mr. Field for inspection: 'There is scarcely one of them with whose characteristics I have not become well informed by frequent visits to their classes and by scarcely less frequent interviews with them at my office, and there are few of whom I have not examined in their own class room.' 'Last year' he 'inspected and examined' 3,056 classes! This number of visits allows about a minute and a half to each class. Yet in visits of a minute and a half he becomes nearly as familiar, etc. Bosh! Every teacher knows that this is a gross misstatement, and also knows that there are schools in which he has not examined a class in three years. There are instances where the principal of a school has refused to allow a girl to try to pass the examination for graduation on the ground of her unfitness. This girl has attended the monthly examination for teachers, and passed. Is it not a fact that the questions submitted at the September examination were the same as those used at the June graduation? Is it not a fact that, in the November examination for B certificates, the papers of the State examination of last July were used? These papers were published in several school journals in August and in September. There will be no dearth of candidates. The superintendent says that he examined by written examinations, last year, 871 candidates. Add to these nearly 800 applicants whom he says that he rejected upon an oral examination, and we have a total of 1,171 candidates for the 109 vacancies that occurred last year! If to these you add the 700 or 800 who did not procure a place the previous year, you have an army of nearly 2,000 ladies of all degrees of beauty and of persuasive powers to besiege the forty-five benevolent old gentlemen and innocent young men who compose the Board of Education!

"Here is a statement which many are inclined to take with a 'large grain of salt': P. 49, 'Since my incumbency no license has been granted without the fullest oral and written examination, except in the rare instances of teachers of good reputation from other cities.' Here is another on the same page: 'No such license has been granted by me to candidates who did not exhibit 90 per cent of correct statements to at least 2,000 queries!'

A PARTY of men in Australia, employed by the government to bore for water, when at a depth of 250 feet, passed through a tree for a distance of about six feet, and upon withdrawing the drill, found fruit stones similar to those of the plum. Some of them were well preserved, and the kernels were recognizable. It is thought that the tree passed through was one of a forest or grove of fruit trees which would seem to be of great antiquity judging from the depth at which found.

THE Escorial, the palace of the kings of Spain, is one of the largest and most magnificent structures in the world. It was begun in the year 1562 by Philip II, and its first cost was 600,000 ducats. It forms a vast square of polished stone, paved with marble. According to Francisco de los Santos it would require four days to go through all the rooms and apartments, and the distance traveled would be twenty-three Spanish leagues or about 120 English miles. There are fourteen thousand doors and eleven thousand windows belonging to the edifice.

LETTERS.

To the Editor of the New York School Journal:

The first year of Alpine Academy at Nettle Carrier Tenn., has just closed. Every speech and composition was of a practical character, and showed a preparation for real life. The whole affair was a success, and the academy enters upon its second year with flattering prospects. The present indications are that it will far surpass Old Alpine Institute which flourished here in antebellum days, where so many of Tennessee's present statesmen were educated. It is the intention to extend the charter, and enlarge the academy until it shall embrace fine district schools. Science, mathematics, language, commercial and normal, for the free education of teachers. The Alpine Springs are famous for the medical qualities of their waters, and the cheapness of board will enable weary teachers to come here to restore mental and physical exhaustion.

J. M. COULSON.

SALT LAKE CITY, UTAH, Dec. 18, 1880.

To the Editor of the New York School Journal:

My work still increases as I come westward and I am compelled to turn away pupils daily. Every place in which I read the houses are crowded. And over this I greatly rejoice for it shows elocution is receiving due attention. The interest is no greater here than at other places where I have been. It is plain that there is an elocutionary wave sweeping over the country and it will roll on until the true principles of elocution are taught in all our schools and colleges. I can speak encouragingly for those who want to help on this great movement. There is a demand for good men. I am myself greatly overworked. Since leaving Chicago, I have had over 400 pupils at \$5, for 15 lessons, one lesson per day. Pupils have been from all classes and all conditions of society; old, young, men, women, boys, girls, rich, poor, bankers, laborers, merchants, ministers, lawyers, professors, Methodists, Mormons, Presbyterians, Episcopalians, Atheists, Infidels, all eager and anxious to learn the science and art of correct and accurate expression. It may be supposed that this is making me rich. Five hundred dollars per week will never make a man who is in earnest rich. Nor do I care to be rich. I would far rather see elocution as a science succeed and always be poor, than have elocution fail and amass millions.

I want the good work of elocution go on until the practical knowledge of the principals of expression has every home happier, every social circle more agreeable, every teacher more instructive, every business man more successful, every public speaker more impressive. This elocution will do it properly taught. I am glad to be instrumental in this great work, yet not for myself. I am nothing, elocution is everything. In a very few years I will be gone and forgotten, but the principles of elocution are eternal.

S. S. HAMILL.

NEVADA—We need not go abroad to find a land of curious natural phenomena. Nevada has remarkable features. Her rivers have no visible outlet to the ocean. She has no lakes of any magnitude. She has vast alkali deserts that give every indication of having been bottoms of seas or lakes. In Lincoln county there is a spring of ice-cold water that bubbles up over a rock and disappears on the other side, and no one has been able to find where the water goes. At another point in the same county is a large spring, about twenty feet square that is apparently only some eighteen or twenty inches in depth, with a sandy bottom. The sand can be plainly seen, but on looking closer it is perceived that this sand is in a state of perpetual unrest. No bottom has ever been found to this spring. Our mountains are full of caves and caverns, many of which have been explored to a great distance.

The Navy Department has just published telegraphic determinations of the longitude of Lisbon and places in South America made by Lieut.-Commander Green and other officers of the navy. It appears by this that Americans made the first accurate determination of the longitude of Lisbon; such is the fact, and the hitherto received value was found to be more than two miles, or 8 seconds of time, in error. Only a few years ago the Coast Survey observers rectified an error of nearly a whole second of time in the received difference of longitude between Greenwich and Paris, amounting to a one-fourth of a mile. The longitudes of the stations along the Coast of South America, as given in the French charts, were seriously out of the way.

EDUCATIONAL MISCELLANY.

of the New York School Journal.

Teachers' Institutes.

In my judgment the 'teacher's institutes' are the beginning of a great reform—one long and sadly needed. I am pleased with the very sensible editorial on "Teachers' Institutes." You may be styled a fanatic by many, but such has been the case with many other practical men. All genuine educators are forced to admit that a majority of the institutes are not what they ought to be. Let me illustrate. During the past year I attended a number of institutes. At one, they admitted at the beginning (in answer to a question) that the primary and principal aim of the institute was to *teach the teachers how to teach*. They proceeded as follows:

The instructors had their programmes for study and recitation written out. They would assign lessons in the text books and have them studied by the teachers. At recitation hour the time would all be absorbed in hearing the recitation, and that too in a strange and unnatural manner. After the recitation was over, the professor in charge would be seen perspiring quite freely, while the poor teachers (being treated as parrots) were quite cold and indifferent.

Not a word would be said of method, until the hour came for Theory and Practice (?) which would consist of lecture after lecture, theory after theory, either offered by the teacher or Hon. J —, or Rev. H —, or Dr. T —, none of whom were practical teachers—only to produce confusion in the minds of the teachers. If we had a response from all the teachers in the land, we fear that more than half of them would be, "Such was the way our institute was conducted." Again, those who attend institutes regularly are compelled, in many instances, to pass over the same parts of the same text books—away with many of them!—each session, and listen to the same long lectures, in substance, each year.

If this sad state of affairs was only local, it would not be so bad; but that it is quite universal makes it lamentable indeed.

Fellow teachers, can we not devise some more systematic, a more universal, and especially a more *practical* plan of conducting county institutes? This we consider a question worthy of the careful consideration of every educator in the land. Do we want more *practical* teachers? Then must we have more practical institutes.

Let us have plans for "conducting institutes" proposed and discussed through the columns of our educational journals until more decided measures can be adopted. What say you?

F. P. SEVER.

The Electoral Law.

This law should be explained in the schools. It means absolutely nothing. The Electors are mere dummies; they are of no possible use. Those who framed the Constitution and put into it the system of electoral colleges, for the purpose of electing the President and Vice-President, designed that these colleges should be bodies with the power of choice, appointed by the several states on account of their eminent wisdom and knowledge; and that they, after looking over the whole field of distinguished men, should select from among the number some one fit, in their judgment, to be President, and another person fit to be Vice-President.

They distrusted the capacity of the people wisely to do this work, and thought that bodies of select men, specially appointed for the purpose, would do it better for the general interests of the country. Such is the theory that gave birth to our electoral system. It is well known that the theory has in practice become a simple farce, and there is not the slightest prospect that it will ever be anything else. The electors are appointed by a popular party vote, and are both instructed and pledged beforehand to vote for the candidates nominated by the party appointing them. They have no discretion and exercise no wisdom in choosing the President and Vice President. All that they do is simply to go through a form. The actual choice is made by the people, and the electors are merely recording machines, needing just wit enough to make a correct record.

Why not, then, so amend the Constitution as to dispense with these dummies altogether? What is the use in continuing a perfectly useless form? If the people are competent to choose electors, and if, in choosing these

electors, they actually choose the President and Vice-President, why are they not equally competent to vote directly for these officers? The process of these electors in choosing the President and Vice-President, with the various questions relating to time, manner and title to the electoral office, may furnish a prolific source of controversy and even public danger.

John Amos Comenius.

Johann Amos Comenius was born at Comnia in Moravia in 1592. He early lost his parents, and his guardians so neglected him that he only began Latin in his seventeenth year. He says this neglect of his instruction, by which he suffered so much, made him early sympathize with others in the like condition. He afterward studied in different places, especially at Herborn, in the duchy of Nassau. Returning to his native country in 1614, Comenius became rector of the school at Prerau, and in 1618 preached at Fulneck. Here he busied himself in overseeing the schools, and working upon school books; but lost his manuscripts when the Spaniards took Fulneck, in 1621.

In 1624 all the evangelical preachers in the Austrian dominions received an order to leave the country, by which Comenius lost his place. When afterward the decree was issued, ordering all who would not become Catholics to leave the country, there left Bohemia thirty thousand families, of whom five hundred were of noble blood. Comenius, with his scattered flock, departed into Poland.

Comenius says that he places the beginning of his didactical studies in the year 1628, when he wrote a methodology. In the year 1631 he published his "Janua Linguarum Reserata," a new method of teaching languages, especially Latin. This book was the basis of his fame. He himself, in the dedication to his didactic works, says of it, "That happened which I could not have imagined; namely, that this childish book was received with universal approbation by the learned world. This was shown by the number of men, of different nations, who wished me heartily success with my new discovery, and by the number of translations into foreign languages."

Some of his friends in England, to whom he had sent an extract from it, caused this to be printed. Upon receiving from England an invitation to undertake to reform their schools, he journeyed to London in 1641. The matter was introduced into parliament; but the Irish disturbances, and the outbreaking of the civil wars, hindered his plans so much that he left England, and upon an invitation from Ludwig de Geer, went to Sweden in 1642.

The Swedish government established Comenius in Elbing to compose a work upon his method.

In 1650, upon an invitation from Prince Rogozki, he went to Hungary and Transylvania, and remained there four years, during which time he organized a school at Patak. Here Comenius wrote, among others, his second celebrated work, the "Orbis Pictus." In 1654 Comenius returned to Lissa, where he remained until 1656, in which year the Poles burnt the city, by which he lost his house, his books and his manuscripts, the labor of many years. He fled into Silesia, thence to Brandenburg, and thence to Hamburg and Amsterdam. Here he remained until the end of his life, chiefly supported by wealthy merchants, whose children he instructed. He died Nov. 15, 1671, in his eightieth year.

EXTRACTS FROM HIS WRITINGS.

"All men need instruction. Instruction must begin early. In youth God has made man unfit for civil and other duties, that he may have an opportunity for learning."

"All children, rich or poor, high or low, boys or girls, must be instructed in school; in everything God's image must be sought to be restored, and each must be prepared for his future calling. Each must learn everything; each man is a microcosm. Not that each should learn every science, but that all should be so instructed that they may understand the basis, relation and purpose of all the most important things relating to what they are, and are to become; so much is necessary for all who are to be actors, and not mere lookers-on in this world."

"The best years of my own youth were wasted in useless school exercises. But how often since I have learned to know better, have I shed tears at the remembrance of lost hours; how often have I cried out in my grief. But grief is vain, and past days will not return. Only one thing remains, only one thing is possible; to leave to posterity what advice I can, by showing the way in which our teachers have led us into errors, and the method of remedying those errors. May I do this in the name and

under the guidance of Him who alone can number all our faults, and make our crooked things straight.

"Instruction will usually succeed, if the method follows the course of nature. Whatever is natural goes forward of itself.

"Instruction should begin in early youth, when the mind is yet free; and should proceed by steps, in proportion to the development of the powers.

"The schools are wrong, in first teaching languages, and then proceeding to other things. And boys are kept for several years in studies which relate to languages, and only then are they put to real studies, such as mathematics, physics, etc. And yet the thing is the substance, and the word the accident; the thing is the body, and the word the clothing. Things and words should be studied together, but things especially, as being the object both of the understanding and of language.

"Examples should precede abstract rules; and in general, matter should precede form everywhere. Too many things should not be studied at the same time, but one after another.

"The scholar should be introduced into a sort of encyclopedia of what he is learning, which should be gradually developed further and further.

"Friendly and loving parents and teachers, cheerful school-rooms, play-grounds near the school-house, and systematic and natural instruction, must all contribute to the success of teaching, and to counteract the usual dislike to the school.

"Most teachers sow plants instead of seeds of plants; instead of proceeding from the simplest principles, they introduce the scholar at once into a chaos of books and miscellaneous studies.

"Things near at hand should be learned first, and afterward those lying further and further off.

"The first education should be of the perceptions, then of the memory, then of the understanding and then of the judgment. For knowledge begins with mental perceptions, which are fixed in the memory by the apprehension; then the understanding, by inductions from single apprehensions, forms general truths or ideas; and lastly, certain knowledge proceeds from the operation of the judgment upon things before understanding.

"The scholar should not learn by rote what he does not understand.

"All studies must be as much as possible worked into one whole, and developed from one root. The relation of cause and effect must everywhere be shown.

"We learn, not only in order to understand, but also to express and to use what we understand. As much as any one understands so much ought he to accustom himself to express, and on the other hand he should understand whatever he says. Speech and knowledge should proceed with equal steps.

"Reading and writing should be learned together.

"Youth should be made to understand, not the appearances of the things which make impressions upon their minds, but the things themselves.

"Instruction must begin with actual inspection, not with verbal description of things. From such inspection it is that certain knowledge comes. What is actually seen remains faster in the memory than description or enumeration, a hundred times as often repeated. For this reason, pictures, Biblical scenes for example, are strongly to be recommended. The eye should first be directed to an object in its totality, and afterward to its parts. This is true not only of the mental, but of the bodily vision.

Order.

The thing we call order is not superinduced, but evolved. It is not forced, but voluntary. It is willingly obedience to rightly constituted authority, and comes from a knowledge and practice of virtuous principles. It is planted in the very early periods of life—much earlier than we usually suppose. It grows not so much a habit as a necessity; and it strengthened and confirmed by voluntary exercise.

Every act of willing obedience begets pleasure, which is an evidence of the growth of order in the soul. And every such conformity to right, magnifies the law. The law seeks willingly obedience. Her penalties are only the evidence of disorder, and are always inflicted in the utmost kindness and with the greatest concern for the reformation and the good of the offender.

Unwilling, or forced obedience, can only be tolerated on the principle of expediency. There may be cases re-

quiring coercion. There are many such. But they are the cases that have been spoiled, either by over-indulgence or unwise restraint—most frequently the latter. And these hereditary traits and deranged organism, all these array themselves against law and order. They require treatment; careful, systematic and scientific treatment; not abuse.

In the same sense we have sickly children. Cripples in body as well as in mind; deformed from birth as well as those who have become so by accident or neglect. And it frequently happens that the severe measures—even physical suffering—must be restored to in order to remove difficulties of this nature, and restore soundness. Yet no one would think of indulging in anger or ill feeling while administering any of these corrections or curatives.

Pain and suffering are our common lot, at least, in this world. They are the natural results of violated law, of disobedience, somewhere in our history, or the history of our ancestors. But this pain or suffering serves as a guard and restraint against future violation. But it is not antagonistic to the exercise of the most benevolent feelings. It only shows that there is disorder of disease somewhere, of such a nature as to require the aid of a stimulant to remove it. And I might add that the exercise of violence, or the infliction of pain for any other purpose, or under the influence of any other than the most humane feelings on the part of the one administering it, is simply brutal. It is wrong to the sufferer and wrong to the one inflicting it. Both alike suffer, with this probable difference, that he who perpetrates the deed suffers subjectively, while he who bears it suffers only objectively. Both work disorder and mischief among the faculties of body and soul. Both antagonize the principle of order.

Thus much for the philosophy of the thing; and thus saith the law, as founded in the nature of things, and it hedges us about on all sides with its most inflexible conditions. It is the voice from the burning mount amidst the thunderings and the lightnings and the earthquake. There is no escape from the inevitable, but through the channels of obedience; and obedience is only obedience when it is made faithful through voluntary acceptance. Christ himself has taught us this in the willing obedience and sacrifice made once for the redemption of the world. He thus fulfilled and magnified the law. He has also thus given us the great type of order and obedience.

But I believe it was reserved for that great and good Frederick Froebel, to apply this law to the education of little children by the introduction of the gospel of the Kindergarten. He has thus brought life and immortality to light in the new doctrine of "Education by work."—Prof. JOHN OGDEN.

The Planets.

MERCURY.—On Jan. 1 Mercury rises at 6 h. 34 m. A. M. It will approach the sun until the morning of the 26th, when it will reach superior conjunction.

VENUS sets on the 1st about eight o'clock P. M. On the evening of the 3d, Venus will not be far from the moon.

MARS.—On Jan. 1, Mars rises at 6 h. 4 m. A. M.

JUPITER.—Jan. 6, between nine and 9.30 P. M., the moon passes north of Jupiter about 7° in declination.

SATURN.—On Jan. 1, Saturn will pass the meridian at about 6.30 P. M. On the evening of Jan. 7 Saturn will be near the moon.

URANUS rises on Jan. 1 at 9 h. 47 m. P. M.

NEPTUNE passes the meridian on Jan. 1 at about 7 h. 52 m. P. M.

Art of Education.

Teaching, in the true sense of the term, has nothing in common with the system of telling, cramming, and drilling, which very generally usurps its name. The teacher, properly so called, is a man who, besides knowing the subject he has to teach, knows moreover the nature of the mind which he has to direct in its acquisition of knowledge, and the best methods by which this may be accomplished. He must know the subject of instruction thoroughly, because, although it is not he but the child who is to learn, his knowledge will enable him to suggest the points to which the learner's attention is to be directed; and besides, as his poorer function is to act as a guide, it is important that he should have previously taken the journey himself. But we discountenance the notion usually entertained that the teacher is to know because he has to communicate his knowledge to the learner; and maintain, on the contrary, that his proper function as a teacher

does not consist in the communication of his own knowledge to the learner, but rather in such action as ends in the acquisition of knowledge for himself. To deny this principle is to give a direct sanction to telling and cramming, which are forbidden by the laws of education. To tell the child what he can learn for himself, is to neutralize his efforts; consequently to enfeeble his powers, to quench his interest in the subject, probably to create a distaste for it, to prevent him from learning how to learn—to defeat, in short, all the ends of true education. On the other hand, to get him to gain knowledge for himself stimulates his efforts, strengthens his powers, quickens his interest in the subject and makes him take pleasure in learning it, teaches him how to learn other subjects, leads to the formation of habits of thinking; and, in short, promotes all the ends of true education. The obvious objection to this view of the case is, that as there are many things which the child cannot learn by himself, we must, of course, tell him them. My answer is, that the things which he cannot learn of himself are things unsuited to the actual state of mind. His mind is not yet prepared for them; and by forcing them upon him prematurely, you are injuriously anticipating the natural course of things. You are cramming him with that which, although it may be knowledge to you, cannot possibly be knowledge to him. Knowing, in relation to the training of the mind, is the result of learning; and learning is the process by which the child teaches himself; and he teaches himself—he can only teach himself—by personal experience.

Take, for instance, a portion of matter which, for some cause or other, interests him. He exercises his sense upon it, looks at it, handles it, etc., throws it on the ground, flings it up into the air; and while doing all this, compares it with other things, gains notions of its color, form, hardness, weight, etc. The result is, that without any direct teaching from you, without any telling, he knows it through his personal experience—he knows it, as we say, of his own knowledge; and has not only learned by himself something that he did not know before, but has been learning how to learn. But supposing that you are not satisfied with his proceeding thus naturally and surely in the career of self-acquisition, and you tell him something which he could not possibly learn by this method of his own. Let it be, for instance, the distance of the sun from the earth, the superficial area of Sweden, etc. When you have told him that the sun is 95 millions of miles from the earth, that the area of Sweden is so many square miles, you have evidently transcended his personal experience. What have you told him, instead of being knowledge gained, as in the other case, at first hand, is information obtained probably at tenth or even fifteenth hand, even by yourself, and it is, therefore, in no true sense of the word "knowledge" even to you, much less is it knowledge to him; and in telling it to him prematurely, you are cramming and not teaching him. Dr. John Brown (*Horæ Subsecivæ*, Second series, p. 473) well says:—"The great thing with knowledge and the young is to secure that it shall be their own; that it be not merely external to their inner and real self, but shall go in *succum et sanguinem*; and, therefore, it is that the self-teaching that a baby and a child given themselves remains with them for ever. It is of their essence, whereas what is given them *ab extra*, especially if it be received mechanically, without relish, and without any energizing of the entire nature, remains pitifully useless and *versh* (insipid). Try, therefore, always to get the resident teacher *inside the skin*, and who is for ever giving his lessons, to help you, and be on your side." You easily see from these remarks of Dr. Brown's, that he means what I mean;—that matters of information obtained by other people's research, and which is true knowledge to those who have lawfully gained it, is not knowledge to a child who has had no share in the acquisition, and your dogmatic imposition of it upon his mind, or rather memory only, is of the essence of cramming. Such information is merely patchwork laid over the substance of the cloth as compared with the texture of the cloth itself. It is on, but not of, the fabric. This expansive and comprehensive principle—which regards all learning by mere rote, even of such matters as multiplication-table or Latin declensions—before the child's mind has had some preliminary dealing with the facts of Number or of Latin—as essentially cramming, and therefore, anti-educational in its nature—will be, of course, received or rejected by teachers, just in proportion as they receive or reject the conception of an art of teaching founded on psychological principles.—PAYNE.

FOR THE SCHOLARS.

How Little Bob was Surprised.

BY MRS. A. ELMORE.

"Little Bob," as he was called by almost every one who knew him, was a bright-eyed boy, with red cheeks, with one of the kindest and merriest hearts in the world; a general favorite, in fact, with all the neighborhood. If any new pleasure was planned for the scholars, "Little Bob" was the chief counselor until all was arranged, even when he was not more than eight years old.

He was sometimes called a "girl-boy" by a few coarse, ugly chaps, who thought all their fun was spoiled if the girls were with them. Little Bob, on the contrary, thought the girls were the best actors in the play, whether it was "nutting," or "berrying," "coasting," or simply hide-and-seek near the school-house.

"Oh, Bob," his Papa said one day, "I hear some new story of your gallantry every day! What a lady's man you are?"

"Well, Papa, you know Grandma says I'm just like you, and you was the lovingest little brother to Aunt Mary that ever was. If being a good brother made you such a darling Papa, why I will be a good brother to all the little girls I know, and then I'll be a good man like you."

"Papa" could find no answer to that, of course, and smiled at the beautiful "Grandma," who nodded from her sunny corner, as though she would say, "What a bright, smart boy!"

There were ample opportunities for Bob to display his brotherly love for the little girls, for their own brothers were not always so kind and attentive as they might have been.

Bob's only grief was that he had no sister of his own—very, very own—as he expressed it, and it was a pity, for he had such a lovely home, and so many pleasures to share with the little sister, if she had been there.

New Year's morning of Bob's tenth year dawned on a fine fresh bed of snow, and the sky was still gray with snow clouds, while the air was thick with a fine mist that gradually deepened the great white covering of the earth.

Bob rushed out of the house as soon as his breakfast was finished, and bringing his bright new sled out of the woodshed, was away like a flash for the "South Hill."

"Hullo, Bob," shouted a playmate, "where are you going?"

"South Hill," answered Bob.

"Hold on, I'll go too."

Bob halted, and his friend joined him in a few minutes; just then two more comrades came up muffled, and mitted, and dragging their sleds.

"South Hill!" said one in surprise.

"No good coasting there; better go to the Mill."

"All the boys go there," answered Bob. "Of course, it's the best place. But I want a nice place where we can take the girls."

"O, phew! who wants a lot of girls screaming, and upsetting all the time?"

"They won't scream if they ain't teased," retorted Bob.

"Well, you go on, but you won't find any coasting there."

"Johnny and I are going to make a nice track first, and then we will come back after his two sisters, and Mamie and Alice Richards, and we'll have lots of fun, won't we Johnny?"

"Yes, just lots."

"Pity you hadn't asked Santa Claus for a sister of your own," sneered a big boy who just came up then, with his hands in his pockets, his face all smirched with the dust of the previous day, his shirt with nasty yellow stains of a poison he had learned to use, and which helped to make him the lazy, good-for-naught that he was, by poisoning his blood, and taking all the life out of it.

Bob's eyes fairly snapped; he was nearer to being downright angry than ever before in his life, and he retorted:

"If I had two such dear little sisters as you have, I would go to work and earn money, so they could have warm shoes, and hoods, and—and—well, every thing girls like."

"Oh, you would, eh? Well, I wouldn't; there's the difference. Girls is a newsance."

"Come, Tommy," said Bob, and away they went, leaving "Old Growler" by himself. The two boys bound for the Mill had already left the group.

As they tugged at their sleds going up the hill, Bob gave expression to his feelings on the sister question very freely, and Tommy listened in respectful silence, for he had not always been as kind to the little girls in his home as Mamma wished, but Bob had taught him a useful lesson,

and Maude and Clara thought Tommy a very good brother indeed.

"I wish you had a real pretty sister. I do indeed," Tommy said.

"What a nice New Year's gift that would be," Bob answered.

"Oh my, wouldn't it be jolly when you go home to find a dear little bit of a baby there, for you to keep?"

Bob laughed and was almost on the point of throwing up his cap in joy at the thought of such a pleasure, but his smile died out, as he said, "No such good luck. Here we are now, let us strike out first that way, and then over toward the fence; there's a good place to stop."

A shout greeted them then, and looking up they saw a party of boys had followed them to the newly selected coasting ground.

Tommy and Bob were already under way, when there came in sight a pair of spirited horses, making a merry jingling with their fine bells, then followed the graceful outlines of a sleigh. On the footman's seat, with folded arms, sat the attendant of the two richly dressed ladies in the sleigh. It was a "city turnout," and the boys were so intent on seeing all there was to be seen, that they did not observe at first how shy the horses were of them. Accustomed to seeing ragged, dirty boys, rollicking, well-dressed boys, in fact, almost every kind of boys, they were after all afraid of those little muffled fellows, tearing down the hill, and shouting like little Indians.

Then the ladies were frightened and began to cry "Whoa! Whoa!" for fear the horses would run over some of the coasters if they did not run away with the sleigh. The coachman pulled the lines, and quieting the horses, drove them on over the hill and into the village.

Before noon the snow ceased falling, the track was ready for the girls, and the now very hungry boys hurried home for dinner.

Bob was surprised to see the beautiful sleigh standing in front of his home. Tommy said, "I guess the baby sister has come Bob." "Come over with me and see," answered Bob quietly. They went in at the back door—and the cook said, "Now, Master Bob, your Mamma has a nice New Year's present for you."

"What is it, Chloe?"

"You go see, I guess in the parlor, you'll be the 'pridest boy.'" Tommy gave Bob a dig in the side in the fashion that boys have, which means, "I told you so." Away up stairs they hurried, washed their hands, and brushed their hair in a very short time, and hastened down again.

Bob knocked at the parlor door, and his mother opened it for him and his friend. Her face was very beautiful with happiness as she led Bob to one of the ladies and said: "This is my son, little Bob," but Bob did not hear the rest, nor make a bow to the lady, for there on her lap lay the cunningest little baby he had ever seen, the long white dress quite touched the floor—the little hands were fluttering like butterfly wings, and the sweet little mouth was cooing with delight.

"Oh! Mamma, is it mine?" asked Bob, "Yes, my boy, your little sister." Bob stooped to kiss it, and the baby caught all her fingers in his hair as quick as a flash—every body laughed, and his Papa said, "There Bob, she has adopted you." Tommy ran away home as soon as he had kissed the baby to tell the news, and explain to the girls, that if Bob did not go coasting nobody ought to blame him. Bob did not go, but Tommy gave each girl one ride.

The next day Bob went to school and the story was told over and over.—How Baby's own Mamma and Papa died, and how it came about that they were friends of Bob's Mamma, and had left the baby to her and those kind ladies had brought her out to her new home.

Bob remembered for many days after with a keen sense of the danger, how his shouting had frightened the horses and he whispered to Tommy, "I might have killed my little sister, you know, if I had shouted again. I never want to see another horse prancing with fear."

Do you wonder that Bob wanted to have a picture of the scene, where his good fairies passed him on the road with his "New Year's Gift?" The boy looking so fearfully at the horses as he holds his cap on is "Little Bob," the boy champion of the little girls, now grown to quite a tall man, so that he is not called Little Bob.

He is as noble a man as his good old Grandma hoped that he would be. If I were to tell you all about him, Cousin Alice, Uncle Philip and the Editor, would all be crowded out of the paper, and you would hope in that case that I would not write any more stories for the COMPANION.—*Scholar's Companion.*

Send for our new premium list.

Two Popular Poems.

Hood's touching lyric, "The Song of the Shirt," was the work of an evening. Its author was prompted to write it by the condition of thousands of working-women in the city of London. The effect of it was foreseen by two persons, the poet's wife and Mark Lemon, the editor of *Punch*.

"Now, mind, Tom,—mind my words," said his devoted wife; "this will tell wonderfully. It is one of the best things you ever did."

Mr. Lemon, looking over his letters one morning, opened an envelope inclosing a poem which the writer said had been rejected by three London journals. He begged the editor to consign it to the waste-paper basket, if it was not thought suitable for *Punch*, as the author was "sick of the sight of it." The poem was signed Tom Hood, and entitled "The Song of the Shirt."

It was submitted to the weekly meetings of the editors and principal contributors, several of whom opposed its publication as unsuitable to the pages of a comic journal. Mr. Lemon, however, was so firmly impressed with its beauty that he published it on Dec. 16, 1843.

"The Song of the Shirt" trebled the sale of the paper, and created a profound sensation throughout Great Britain. People of every class were moved by it. It was chanted by ballad singers in the streets of London, and drew tears from the eyes of princes. Some years after the author's death the English people erected a monument over his grave. The rich gave guineas, the laborers and sewing-women gave shillings and pence. Sculptured on it is the inscription devised by himself: "He sang 'The Song of the Shirt.'"

"The Old Oaken Bucket" was written fifty or more years ago by a printer named Samuel Woodworth. He was in the habit of dropping into a noted drinking saloon kept by one Mallory. One day, after drinking a glass of brandy and water, he smacked his lips and declared that Mallory's brandy was superior to any drink he had ever tasted.

"No," said Mallory, "you are mistaken. There was a drink which in both our estimations far surpassed this."

"What was that?" incredulously asked Woodworth.

"The fresh spring water we used to drink from the old oaken bucket that hung in the well, after returning from the fields on a sultry day."

"Very true," replied Woodworth, tear drops glistening in his eyes.

Returning to his printing-office, he seated himself at his desk and began to write. In half an hour.

"The Old Oaken Bucket, the iron-bound bucket,
The moss covered bucket, which hung in the well"
was embalmed in an inspiring song that has become as familiar as a household word.

Tin ore has been discovered at the town of Winslow, Maine. A company has been formed to develop the mine, and to prospect for tin in other parts of the State. This is the first tin discovered in this country; in fact England has the only tin mines in the world.

ANOTHER CLIFF TOWN DISCOVERED.—The occurrence of ancient cliff towns, built upon or rather in almost inaccessible places along the precipitous sides of river canons in Colorado and New Mexico, was made known several years ago. Another very important discovery of this nature was made a short time since by Mr. James Stephenson of the U. S. Geological survey in New Mexico. The city lies in a canon thirty miles long, never before visited by white men, and is about forty miles from Santa Fe and ten miles from the Rio Grande. It consists of a succession of excavations in the solid rock throughout the length of the canon, making, perhaps, the largest cliff town yet discovered. The houses are dug out of the rock side to a depth of from fifteen to twenty feet. Apparently they were excavated with stone implements. They are almost inaccessible from the plains. Mr. Stephenson, however, managed to clamber up the rocky precipice, and entered and examined a number of articles that he thought remains of their first possessors. A scientist who has traveled in that region and visited other caves and excavations of a similar kind says he is disposed to believe that they have been tenanted within modern times by Indians at war with other tribes, seeking safety and advantage over their enemies. He thinks the remains found there are the remains of the things these belligerents have used, eaten or worn, and not the relics of the first owners of the rock houses.

HORSFORD'S ACID PHOSPHATE

IN DYSPEPSIA.

I believe Horsford's Acid Phosphates a valuable remedy in many cases of neurasthenia and dyspepsia.
Chicago, Ill. C. C. HIGGINS, M. D.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

A SERIES OF SCHOOL READERS. Van Antwerp, Bragg & Co.; Cincinnati and New York.

This series of readers in their revised form are finely and artistically illustrated. Perhaps no means was spared to cause the pictorial element to assume the finest characteristics. The popularity of the books in the schools has been founded entirely independent of the illustrations; the selections by Dr. McGuffey showed a firm appreciation of what was needed by pupils of various ages. The series won a place among the standard text-books of the times. The advertisement on the second page shows the estimation in which they are held.

A SERIES OF SCHOOL READERS. D. Appleton & Co., New York, Boston and Chicago.

It seemed at the time this firm undertook the publication of a series of readers that the field was well occupied. But a wise course was pursued; eminent practical teachers were employed—Supt. Harris of St. Louis, (really the leading educator of America), Supt. Rickoff of Cleveland (perhaps the most practical and progressive superintendent), and Mark Bailey of Yale College; the best talent was called on for illustration, so that a set of readers was produced that attracted marked attention at once. A good deal of rivalry has been excited, but it has resulted in the evolution of readers by other publishers that show a degree of talent and taste not supposed to exist. Every attempt to make a good text-book we hail with pleasure; it is in the interests of the schools and will advance them.

The advertisement of D. Appleton & Co., on the first page will attract the attention of our readers.

SHAKESPEARE'S KING JOHN. A WINTER'S TALE. With notes and introduction by Rev. Henry N. Hudson. Boston: Ginn and Heath.

These two books continue Mr. Hudson's admirable series of Shakespeare's plays, which when finished will be a most valuable edition for school or home use. The preface to "King John" tells how to use Shakespeare in schools.

THE TEMPTER BEHIND. By John Saunders, author of "Israel Mort, Overman." Boston: D. Lothrop & Co. Price \$1.25.

This is a temperance tale of a high order of merit. It is cleverly written, and with a strength that the writer's "Israel Mort, Overman," led one to look for in a succeeding book. The chief character in "The Tempter Behind," is a young man who is destined for the ministry. He contracts the habit of drinking while at college, and his life is a constant struggle in resisting. The opening chapters fix at once the reader's attention and before half the pages are read the skill of the author is more than apparent.

LIFE OF BEETHOVEN. By Louis Nohl. Translated from the German by John J. Lalor. Chicago: Jansen, McClurg & Co. Price \$1.25.

The second volume of the series of "Lives of Musicians," which Jansen, McClurg & Co., are giving to the public, is no less attractive than the "Life of Mozart," which preceded the one which is just issued of Beethoven. The works of this great genius—greatest in music—are well known to American people; but his life, his character, the feelings and occasions which

prompted his wonderful symphonies are not so familiar. The translation before us tells to America what Mr. Nohl told to Germany of the youth of Beethoven, his home life and friends, his first efforts at composition, the meaning of his music and its origin, in fact his whole life from beginning to end. It is not a happy story, but one that should be read by every performer of and listener to the creations of the immortal Beethoven. A portrait forms the frontispiece, and the type and binding are uniform with the "Life of Mozart," which we noticed a short time ago. Both of these volumes we commend to our readers who wish an insight into the lives and works of the two composers who alone would make Germany famous.

CHRISTMAS BOOKS. By Charles Dickens. (The Standard Series Octavo.) New York: I. K. Funk & Company. In two parts, each twenty-five cents.

The appearance of these stories in inexpensive form is a matter for congratulation. Every one can have a complete volume of Dickens' illustrated for fifty cents. "A Christmas Carol," "The Chimes," "Crocket on the Hearth," "Battle of Life" and "Haunted Man," are all printed without abridgment, and accompanied by sixteen illustrations.

OUR HOMES. By Mary Dwinell Chellis, New York: National Temperance Society. A number of characters are brought forward to make a temperance story; rich and poor, good and bad, set off each other. There is nothing trilling in the people or their doings but all is told in a not uninteresting manner, and there are lessons to be drawn from every chapter. The binding is bright and cheerful.

GENERAL NOTES.

THE English publisher of *Scribner's Monthly* telegraphs for 17,000 copies of the coming Midwinter (February) number, an advance of six thousand upon his orders for the same issue last year. The Midwinter *Scribner* will be, as usual with this issue, a number of especial interest and pictorial beauty.

THE publications of Houghton, Mifflin & Co. are of the most varied character. They always publish a good book, one worthy of reading. At this time of the year their publication especially deserve attention. The "Dramatic Poems of Bayard Taylor" comprise his best and noblest works; and will render his fame secure among a multitude of readers. The "American Poems" is a volume that well deserves great praise. It is in a great variety of forms, plain and illustrated, and whether as a text book or as a gift its conception is to be praised. We ask a careful reading of the list on another page; there is not a book but will adorn a library. And they appear in all styles of binding. At this season many of our readers will purchase a new book, and we think Messrs. Houghton, Mifflin & Co.'s list an admirable one to choose from.

A GREAT WORK.—Dr. Robert Young of Edinburgh has given a whole life to preparing a Concordance of the Bible. His first edition was of course imperfect, but it was at once copied, and has been extensively printed in this country. He is "carefully revising" his vast work, and it will be ready for distribution by J. K. Funk & Co. Jan. 15. Dr. Young is one of the most famous Christian scholars in Europe, and rather than have his work misjudged by what he regards as this miserably executed reprint now on the market he will supply the American public without any profit to himself or the Edinburgh publishers. He asks them to buy this edition only, because—

1. It has been printed under his own personal supervision by the Government presses in Edinburgh. Both press-work and paper are beautiful.

2. He has carefully revised this edition, eliminating many typographical and other errors which had crept into the first edition. This is the only edition which has these corrections. On the title-page of all copies of this edition are printed conspicuously the words "authorized edition" and "revised edition."

MAGAZINES.

Scribner's Monthly is about to do a thing perhaps without precedent in our magazines, namely, reprint a serial story of Mrs. Burnett, "A Fair Barbarian," which has already run through six numbers of another American magazine. It is said to be altogether the brightest and most amusing this popular author has ever written. Mrs. Burnett has revised her story for its re-appearance in *Scribner*, but has made no material change in it.

In the January issue of *St. Nicholas* are several capital things which were crowded out of December's. "Bright Eyes," the young Indian girl, makes her first contribution to literature in a charming story of Indian child-life. There is an account of "The Children's Fan Brigade," "Every Boy His Own Ice-Boat," the first of Mrs. Clara Erskine Clement's "Stories of Art and Artists," which are to be one of the special features of *St. Nicholas* during the coming year; one of Frank R. Stockton's funniest fairy stories, and a poem by H. H. Boyesen.

The plan of *Appleton's Journal* during the coming year will not materially change it from its last volume. It will continue to give articles of a permanent and sterling character, original and selected. A new department called "Notes for Readers" is opened in the January number. Two papers worthy of attention are "Social Life Among the Early Greeks," and "Holland and its People."

The cover of the January *Popular Science* seems to us unusually filled with titles of articles; counting the departments, there are nineteen different subjects. Four articles are illustrated and a portrait of General Albert J. Myer is given on the frontispiece.

A reduction is made in the price of *Lippincott's* with the January number, and it is now three dollars a year. A new cover makes the exterior more striking, and fresh type the interior more agreeable to the eye. The contents are more varied and of a better character than formerly, and the "Monthly Gossip" is enlarged.

We are pleased with the insight into foreign affairs which the January *Scribner's* gives. There are illustrated papers on "In Albania With the Gregs," the "London Theatres," "Welsh Fairs," part second of "Glimpses of Parisian Art," besides other papers on as interesting subjects. The number is a valuable one.

The January *Art Amateur* is rich in supplements—designs for china painters, applique workers, and sketchers with pen-and-ink. Of the contents, of this number, we think the sketches by the Salmagundi Club and the article on open fire-places of greatest interest, although all the papers claim excellence in some particular.

The *Atlantic* for January contains a poem by Whittier in memory of Lydia Maria Child, and another by E. C. Steadman on the tomb of Chaucer. A series of articles on "The Wives" of poets opens favorably. "A Symposium of Sixty Years Ago," is discussed by Miss H. W. Preston. A

continued story by Miss Phelps, shows the author of "Avis," in a new light.

Education, the third number of this magazine contains contributions from the most eminent writers on educational topics, and presents a rich and varied treat for the educational thinker and worker. It is appropriately embellished with a fine steel engraved portrait of Supt. W. T. Harris. It opens with an elaborate review of "Four Centuries of Scotch Education," by John Russell, editor of the *Schoolmaster*, England. Mr. Russell declares that long before the days of the parish schools the work of education had been spreading in Scotland, and much that was done more than 400 years ago was ahead of the results which are obtained under the pressure of the stringent Education Acts of more recent times. H. H. Morgan writes on "The Function of the Thinker in Education," H. E. Shepard follows with an article on "Examining and Certifying Teachers," "Supervision of High Schools" is the subject taken up by Prof. S. S. Laurie, of Edinburgh University, Selah Howell, A.M., urges the more general study of history. "The Sacredness of Personality" is the theme discussed by Miss E. P. Peabody, an eminent authority on Kindergarten Methods. An article by E. O. Vaile, on "The Lancastrian System," exhibits the faults and virtues of that very useful system. E. R. Humphreys, LL.D., writes on "Common Sense in Classics," and Dr. Philbrick attempts an answer to Mr. Charles Francis Adams, Jr.'s article in *Harper's Magazine*.

NEW MUSIC.

The *Folio* announces that Mr. Hezekiah Butterworth will contribute regularly during the coming year, and Mr. Louis O. Elson will each month have something to say upon musical matters. Anna Mayhew Simonds will write upon student life in Germany, and Mr. T. D. Tooker will continue in his usual editorial capacity. There are eight pieces of music in the January number, but none especially noteworthy.

All of Harrison Millard's songs have been well received and have had large sales. "Waiting," in four sharps, for soprano or contralto, is now published with a flute or violin obligato. The composer of the music has most admirably adapted his melody to Ellen Tracy's beautiful words. "Nothing," is another of Millard's songs that will suit a mezzo soprano voice. Spear & Dehnhoff, 717 Broadway, New York, are the publishers.

A new musical paper has been started in Cincinnati, called *Musical People*, which gives each month a cartoon supplement of some one celebrated in music. Also sheet music in supplement shape. The November issue contained a song by Charles H. Gabriel, and an instrumental piece by Gustav Langs. The subscription price of *Musical People* is one dollar, and if it continues with the spirit in which it has begun we do not see why it should not roll up a long list of subscribers.

No More Hard Times.

If you will stop spending so much on fine clothes, rich food and style, buy good, healthy food, cheaper and better clothing; get more real and substantial things of life every way, and especially stop the foolish habit of employing expensive, quack doctors or using so much of the vile humbug medicine that does you only harm, but put your trust in that simple, pure remedy, Hop Bitters; that cures always at a trifling cost, and you will see good times and have good health.—*Chronicle*.

A BRAIN AND NERVE FOOD.

VITALIZED PHOS-PHITES.

THIS DIFFERS FROM ALL OTHER TONICS AS IT IS

Composed of the Vital or Nerve-Giving Principles of the Ox Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and prevents consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.

For Sale by Druggists, or by mail, \$1.00.

The White House.

The White House is the greatest residence in America. With its rebuilding, refurnishing, etc., cost about \$1,700,000. The original cost, it 1872, was about \$483,000; it was begun in that year, occupied in 1800, re-built in 1815, re-occupied in 1818, and its porticos completed 1829. The East-room was finished only fifty years ago. Every one of our Presidents, except Washington, has lived in this great house, and he has poked his horse's head into its portal to look up at the workmen plastering on the scaffold. An Irish architect named Hebert, direct from Dublin via Charleston, took the award of five hundred dollars for the design; and he built and rebuilt it, and lies buried in the Catholic Cemetery near. His descendants are respectable citizens and lawyers of the place. It is 179 feet front by 68 feet deep, with one room in it 80 by 40, its vestibule within the front door is alone 50 by 40 feet. Twenty acres of garden and park immediately inclose it, and on either side, each separated by only 450 feet, are buildings which cost \$7,000,000 to \$12,000,000 apiece. Yet, in all its apparent antiquity, how new? The lawn is still a naked plain, reaching off to the Potomac. Like Versailles in the time of Louis XIV., Washington is a government creation, and this White House is old by events. The President's office, which is in the second story, is also the Cabinet-room, and is not a very large apartment for the White House, although about 35 or 40 feet in depth by, perhaps, 30 feet wide, and with a high ceiling. A long table is in the middle of the floor, with leather-seated chairs around it. The two windows have long lam-brequin curtains of a dark bluish-gray color. A large map of the United States is on the wall. The carpet is of a red tint, with large figures. The general effect of the room, as one enters, is that of a library without books.

Guilty of Wrong.

Some people have a fashion of confusing excellent remedies with the large mass of "patent medicines," and in this they are guilty of a wrong. There are some advertised remedies fully worth all that is asked for them, and one at least we know of—Hop Bitters. The writer has had occasion to use the Bitters in just such a climate as we have most of the year in Bay City, and has always found them to be first-class and reliable, doing all that is claimed for them.

More Railroads.

The revival of business has set the railroad builders at work. It may seem that enough rails are already laid, but this does not appear to be the case. The Mexican Government has given permission to an American Company to build a road in Mexico so that it will be but a few years before we can ride in cars from the city of New York to the City of Mexico. Then there is to be a railroad built from Hudson Bay, to Lake Superior, called the Winnipeg Railroad. This is to carry out wheat and fur to Hudson Bay where ships will be waiting; of course it can only be used in the summer.

The list of awards by the American Institute for 1880 are published. As usual, the Dixon American Graphite Pencils were awarded the highest premium for sustained superiority.

The five ancient orders of architecture are the Tuscan, Doric, Ionic, Corinthian and Composite. The five leading pens of Esterbrook's make are the Falcon, Bank, Engros-sing, Extra-Fine and School.

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CURATIVE
COUGH BALSAM.

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Largely Used in New
York City and Vicinity
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CHEAPEST AND MOST
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EDIES.

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Asthma, and all Affections of the
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A Purely Vegetable Expectorant; not a violent reme-
dy; and very agreeable to the taste.

If you have a cold, if ever so slight, do not fail to give
the Balsam a trial. The timely use of a 25c. bottle will
often prove it to be worth a hundred times its cost.

The bottle contains four times as much as the 25c.
bottle.

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as a valuable educator of both old and young, uniting
the best elements of social home enjoyment. The game
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words, phrases and expressions, with the correct
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VALUABLE TRUTHS.

If you are suffering from
poor health, or languish-
ing on a bed of sickness,
Hop Bitters will Cure You.

If you are a minister,
and have overtaxed your-
self with your pastoral du-
ties, or a mother, worn
out with care and work, or
if you feel weak and dis-
pirited, without clearly
knowing why,
Hop Bitters will Restore You.

If you are a man of busi-
ness, weakened by the
strain of your everyday
duties, or a man of let-
ters, toiling over your
midnight work,
Hop Bitters will Strengthen You.

If you are young, and
suffering from any indis-
cretion, or are growing too
fast, as is often the case,
Hop Bitters will Relieve You.

If you are in the work-
shop, on the farm, at the
desk, anywhere, and feel
that your system needs
cleansing, toning or stimu-
lating, without intex-
cusing,
Hop Bitters is What You Need.

If you are old, and your
pulse is feeble, your
senses unsteady, and your
faculties waning,
Hop Bitters will give you New Life and Vigor.

For Coughs Cures is the sweetest, safest and best.
Ask Children.

The Hop Pad for Stomach, Liver and Kidneys is
superior to all others. It is perfect. Ask Druggists.

D. I. C. is an absolute and irrefutable cure for drunk-
enness, use of opium, tobacco and narcotics.
All above sold by druggists. Hop Bitters Mfg. Co., Rochester, N. Y.

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FLUID, SEALING WAX,
MUCILAGE, &c.
Best Known. ESTABLISHED 1824

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RELIABLE WORK.

MODERATE CHARGES.

Plastic fillings for broken down and sensitive
teeth a specialty.

SCHOOL DIRECTORY.

KINDERGARTEN NORMAL INSTITUTE AND
National Kindergarten, Washington, D. C. The
sixth year of the Kindergarten Normal Course for the
training of teachers begins Oct. 1st. (Positions secured
for those who are qualified.) Teachers receive four
lectures per week on the use and philosophy of the twen-
ty gifts and occupations of Froebel's kindergarten sys-
tem; on the art of storytelling and the educational
value of play, together with object lessons and daily
practice in the kindergarten. Mothers receive lectures
on "The Kindergarten in the Nursery," Wednesday
afternoon. Terms: full course of eight months, \$100
Wednesday a term of lectures (twenty) to mothers, \$5
Requirements are: love of children, good common Eng-
lish, desire to improve, desire to improve, and
good health. Mrs. Louise Follock, 229 Eighth Street,
N. Y., or Miss Susan Follock, 1137 Thirteenth Street
N. Y., Principals.

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East Fourteenth Street, 2d door east of Fifth
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vantages to its pupils. It has been in successful op-
eration for over fifteen years. Its P. of teachers number over
forty of the ablest American and European teachers;
so that its pupils can avail themselves of the most skill-
ful instruction at a very reasonable price. The Con-
servatory is open in the evening as well as during the day,
so that those employed during the day may receive a
course of study under the best masters. Teachers re-
ceive special care in a Normal Class. Pupils may begin
at any time.

The Editor of the JOURNAL permits reference to him,
having frequently inspected the methods at the Con-
servatory.

S. M. GRIEWALD, Director.

OHIO CENTRAL NORMAL, and Kindergarten Train-
ing School. Reorganized with full faculty. Three
full courses, one, two and three years respectively. In-
corporated under a State Board of Trustees. This is the
only Normal School in the State, having a distinct Pro-
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NER, Principal, Worthington, Franklin Co., O.

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Building, 206 Broadway, New York. This is a pro-
fessional school for business training, and is under the
personal supervision of the founder and proprietor, Mr.
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